

**IMPROVING STUDENTS' WRITING SKILLS ON RECOUNT TEXTS  
THROUGH THE USE OF DIALOGUE JOURNAL WRITING OF THE  
TENTH GRADE STUDENTS OF SMA IT ABU BAKAR YOGYAKARTA IN  
THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements  
for the Attainment of the *Sarjana Pendidikan* Degree  
on the English Language Education**



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2013**

## APPROVAL SHEET

**Improving Students' Writing Skills on Recount Texts through the Use of  
Dialogue Journal Writing of Grade X Students of SMA IT Abu Bakar  
Yogyakarta in the Academic Year of 2012/2013**



Yogyakarta, January 2013

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Yogyakarta in the Academic Year of 2012/2013**

**A Thesis**

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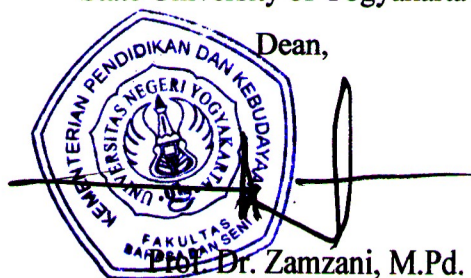
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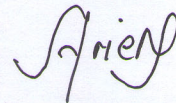
**Improving Students' Writing Skills on Recount Texts Through The Use of  
Dialogue Journal Writing of the Tenth Grade Students of SMA IT Abu  
Bakar Yogyakarta in the Academic Year of 2012/2013**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Yogyakarta, 21 Januari 2013

Penulis



Arina Muflikhati



## DEDICATIONS

I sincerely dedicate this thesis:  
To my lovely mom and dad,  
I could not be luckier than having both of you as my parents.

To my two big brothers and one beloved sister,  
I must be the most fortunate little sister in the world to have  
the three of you taking care of me as the youngest in the  
family.

I can express nothing but my profound gratitude to  
all of you for the supports, prayers, and love in  
every single step I take.  
No words, ever, can depict my huge affection  
towards all of you.

## MOTTOS

Nothing and no one can stop you, when you have the  
faith in your creator and yourself.  
(The writer)

Don't spend time reminiscing the old days; don't waste  
your time worrying the future days, start the day with  
the thought that there is nothing left for you but  
today.  
(Aidh Al-Qorni)

Don't ask YOURself "what if it's not working?", but ask  
"what if it's working?"  
(Bong Chandra)

Laa tahzan innaALLAHa ma'anaa



## ACKNOWLEDGEMENTS

Praise to the almighty Allah SWT, the creator of the world who always protects and guides me with His love, mercy and blessing. Peace be upon the prophet Muhammad saw, the glorious teacher of teachers who came in the time of despair to save human kind from the jeopardy of ignorance and idiocy.

*Alhamdulillahirobbil 'alamin*, finally I arrive at the stir up of the finish line in my study at State University of Yogyakarta. Many had been done here which created me as a person with dignity intellectually and morally including the process of making this thesis that taught me about struggle and patience.

I would like to express my great gratitude to Allah SWT, the almighty God, without His helps I could not possibly have even the slightest ability to finish this thesis. I also got the opportunity to make beautiful new relations with people I had never met before who kindly gave their hands to help me during the process of making this thesis. In order to complete this piece of writing, I learnt many things which were worth to change me into a better human being.

I also want to deliver my profound gratefulness towards my beloved parents who are always there to give me the most valuable supports and encouragements. Moreover, to all my siblings, my beloved brothers, Abidin and Arifin and also my older sister, Anita, who always help and take care of me. I can say nothing but deep gratitude. The constant prayers and pleas all day and all night for my success are not to be asked but they are always given to me. Even though we are far apart, but I always know that the love is always exist.

I would like to send my deepest appreciation and gratitude towards my first consultant, Samsul Maarif, M.A., who kindly and warmly taught and guided me during the process of making this thesis and always supported me to complete the thesis as soon as possible, and also my second consultant, Siti Sudartini, S.Pd, M.A., who kept me company in answering my concerns and questions related to the completion of my thesis and always patiently guide and gave me valuable advices and suggestions.

Last but not least, I would also like to thank my academic consultant, Lusi Nurhayati, M. App.Ling (TESOL) who always helped me every time I needed her during my study in this campus.

I want to sincerely show my gratitude towards all the lecturers of English Education Department who allowed me to share their wide and precious knowledge since the beginning of my study until its end with grace and humility. I also want to show my deepest gratefulness to Dr. Margana, M.Hum., M.A., who had been a big help in the process of revising my thesis and always patiently gave me useful feedbacks and suggestions.

I also thank all dear friends of mine in PBI class: Silva, Devi, Alvan, Faiz, Endar, Dedi, Nia, Suli, Riris, and Wiji, who were always taking care of me and allowed me to be a member of the coolest family. Especially, for Prucesia K. Silva who has contributed her time and energy to help me doing my research and nicely giving me some valuable criticisms and suggestions and who was always there when I needed.



My appreciation goes to all my dear friends I share a boarding house with: Intan *ssi*, Ithonk, Bella *dongsaeng*, and Umi *unnie*. I always feel so lucky to have all of you as my dear friends.

I would like to address my gratitude to the school principal of SMA IT Abu Bakar, the English teachers of X3, *ibu* Osin and *bapak* Solli, who gave me permission and assistance during the research.

I also thank all the students of class X3 of SMA IT Abu Bakar for their participation and cooperation during the process of research I did in class X3.

At last, I would like to add that the thesis I made is far from perfection. In fact, many aspects of my writing still could not live up to the expectation. Future criticism, idea, and suggestion will be appreciated. I sincerely hope that this thesis will do me justice in contributing to the predicate I get and I hope this can give precious contribution for the readers and be beneficial for the English teaching and learning process.

Yogyakarta, 11 January 2013



Arina Muflikhati



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**ABSTRACT**

This research investigates how the use of Dialogue Journal writing (DJW) can improve the writing skills of tenth grade students of SMA IT Abu Bakar in the academic year of 2012-2013. It concerns on solving the students' problems in writing skills on the five aspects as proposed by John Anderson namely grammar, vocabulary, mechanics, fluency and form.

This study is classified as action research which was done with the participation of 25 students of X3 class as the subjects of the research. The data obtained during the research are in quantitative and qualitative forms. The qualitative data were acquired from the field notes, interview transcripts, and photographs. The quantitative ones were collected from the results of the students' pre-test and post-test and also from the students' texts written in their DJW books which were analyzed to get the mean scores to be compared and then determine the gain scores.

In regard to the actions performed in two cycles, the use of Dialogue Journal writing was effective in improving the students' skills in recount texts based on the following evidences. Firstly, the students were able to participate in the classroom activities eagerly and did the tasks well in every single meeting after getting the knowledge during the presentation stage. Secondly, the relation and interaction between the students and the teacher was also enhanced since the use of Dialogue Journal where they shared their experiences, created a closer bond. Thirdly, there were some significant improvements in the students' writing on the five aspects of writing as shown in every single text they wrote since the first meeting until the last one and also from the results of the pre-test and post-test. In the first texts, the mean score they attained is 13.78. It increased in the second one by scoring 16.28. The last one also managed to gain the score of 18.8 which definitely proved the success of the research conducted in the class X3. The gain score yielded from the results of the mean scores of the three texts is 5.02.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Communication is the basic foundation of human's civilization. In communication, language is an inseparable part of it. It is the bridge for people to share what they have in minds. They ask questions, share thoughts, ideas and feeling, and also speak their minds through language.

Globalization sets up a situation where there are no clear boundaries among countries. But in order to communicate with people all around the world, the need is not only to have the ability of oral communication skills but also the ability to communicate in written media. Written mass media are the most influential parts of our life today. Moreover, the existence of internet enables worldwide connections for people all around the world to communicate, to get and to give the recent information in all aspects of lives which emerges a great demand of having writing ability in English. Moreover, writing skill is one of the skills taught in Senior High Schools in Indonesia. It is written in the *GBPP* (*DEPDIKBUD*, 1995: 2) that in order to express their ideas, thoughts, opinions, and feelings in the written mode, students should have the ability in writing skills needed to face the globalization era.

This particular research is investigating a way of improving the students' skills of writing since the products of writing are deemed to be crucial parts of our everyday life. The following reasons are supporting the focus of the research. First, writing is a skill which is considered very difficult by many students.



According to the psycholinguist theory, Eric Lenneberg, in Brown (2001: 334) in a discussion of species specific, states that writing is like swimming. All people are walking and speaking naturally but swimming as well as writing is a learnt behavior which needs extra efforts. The best way of teaching writing must always be investigated. The second, writing is the fourth skill after listening, speaking and reading that has to be taught at Senior High schools according to the purposes of learning and teaching English in Indonesia stated in the *SKKD* (2006: 308) both in *SMA* and *MA*, that the students should develop their competencies in both spoken and written communication to be able to achieve informational literacy level as many schools' regulations all over the world that also demand their students to have good commands in writing to pass the course academically.

Based on the explanation above, it can be inferred that the need of learning the English writing skills is undeniably important. However, to meet the target language, there is a concern which every English teacher faces during the process of teaching and learning especially in writing classes. Students tend to avoid writing not only in English but also in their own language as said by Brown (2001:334) in his book that there is always something that blocks people to start writing. People cannot perform writing naturally as easily as speaking. The process of writing is more complicated and completely different from speaking which most of people are aware of. There is a set of competencies they need to master to make a single piece of writing (Brown, 2001: 335). A composition is supposed to reach particular levels of prescribed English rhetorical style which also reflects accurate grammar in good organization in sentence and also text level

as a whole. Although there is a revolution made in a way of approaching writing from product oriented into process oriented proposed by the Communicative Methodology which is becoming the selected methodology for language education in Indonesia (Sugeng: 125), but many teachers do not put their students on positions to function as the performers of experiencing the process of writing in English in order to master the target language. This situation is, indeed, very disadvantageous for students.

Based on the facts on the field, the results of an observation done before the research was conducted showed that the teacher still did not give the students opportunities to experience the process of writing and merely explained the theories of making good pieces of writing without actual practices. That was the reason why the students did not really know what to write when they were asked to do it in English especially on recount texts. Their writing which were judged, graded and given corrections by the teacher showing many mistakes they made left them feeling so bad. This was also caused by inadequate knowledge and practices in writing. Those reasons made the students lose their confidence in writing. They confessed during the interview that they were always discouraged when they saw the papers of their works were full of red marks which was totally demotivating them. Writing must be seen as a process not only the product which is worth to be known by every English teacher. Adapted from Shih (1986), Brown (2001: 335) says that actually there is nothing wrong with giving attention to the criteria such as grammar, vocabulary, form, etc. in students' writing, but today as the Communicative methodology takes a special place in the school curricula as

the selected methodology for language education, the attention must be given on providing the students opportunities to follow its five principles proposed by Morrow (1981) in Sugeng (127): 1. Know what you are doing, 2. The whole is more than the sum of the parts, 3. The processes are as important as the forms, 4. To learn means to do, 5. Mistakes are not always mistakes. In order to learn they should do the language which is believed to be the starting point of process-oriented approach.

Moreover, according to the teacher's confession during an interview, the students' abilities in writing which were different from one to the other caused the class in chaos when they were asked to write. The teacher who knew how difficult to get their students to start writing was becoming reluctant on giving time for writing practices and making an excuse on how time consuming writing was. They could not let themselves to write because writing was an activity they hardly did which created negative attitudes towards it compared to the other skills as writing was the most neglected skill in the class.

According to Langan's theory (2001), writing is a process of finding a point, developing and organizing ideas and finally revising and editing to minimize the mistakes and errors. The students must go through the whole process as an ongoing part of their learning. The only way is to keep them practicing writing. They can experience the process of making plans on what they want to write, drafting it on paper, revising the errors and mistakes and finally editing. As said by Kimble and Garmezy in Brown (2000; 7), learning is a relatively

permanent change in behavioral tendency and learning is the result of reinforced practice.

To create a favorable situation for students to learn especially writing, teachers must give variety ways of teaching learning process which are low pressure, anxiety and can support them to build their writing habits. The ideas are proposed by Lapp, Flood & Farnam (1989) as cited by Martino which are mostly agreed: (1) Student learning should be an ongoing process of related experiences; (2) Students achieve when they are actively learning and relating experiences outside the classroom.

Harmer (2004: 126) suggests journals as tools to provide opportunities for students to think both about how they are learning and also what they are learning. A kind of journal which is used to foster students' writing skills for decades is called Dialogue Journal writing (abbreviated as DJW) (Trites (2001) in Liao and Wong: 142). It is a journal which is kept to be an informal written conversation between teacher and students in response to their learning process in the classroom. It is a free writing activity where they write what they feel towards each other or share their experiences, feelings, ideas, and thoughts (Judith: 2008). The process involves them to write as much as they can after deciding the topic of the conversation and the teacher gives her/his responses by writing back responding to the students. The teacher is helping the students by directly participating in the conversation rather than evaluating the students' writing (Peyton & Staton (1993) in Liao and Wong: 154). Peyton (2000) in Pierson (2003: 3) explains that DJW was first used with great success in elementary schools both



students of native and non-native speakers in Los Angeles, California. Since then it was tested in many different levels and educational settings. Many previous studies have been taken by some researchers and teachers all around the world indicating its usefulness and effectiveness for a wide variety of individuals ranging from elementary to adult level.

Furthermore, Peyton and Reed (1990) in Shaaban (2001) support the claim that DJW has been proven to be suitable and enjoyable for students regardless of their level of proficiency and age. It is informal and provides a means of free and uncensored expression, enabling students to write without worrying about being corrected or judged. Rather than overt and detail corrections on students' errors, the correction of grammatical forms and structures in DJW are modeled in the course of the interaction. Thus, DJW provides opportunities for students to learn correct grammatical forms and structures by reading teacher's responses and imitating them (Peyton: 1986: 27, in Yoshihara: 2008).

The main purpose of DJW is to build students' writing habits which can improve their writing skills and performances in classroom. The nature of DJW which focuses on some aspects such as: meaningfulness, process orientation, participation, and fluency, is in the same path of Communicative methodology.

One scope of English learning in Senior High school is that students can express and produce short functional written texts and simple essays in the forms of recount, narrative, and procedure (*Depdiknas*, 2006). Senior High school students have to write short functional texts and express the meaning and rhetorical steps on the texts accurately and fluently. Furthermore, the students also

have to use the variation in written language in the contexts of everyday life.

Recount is one of text genres which has to be mastered by students of Senior High school grade X (*SKKD*: 2006: 278). Based on the preliminary observation, it was found a fact that students still have difficulties in composing recount texts. The evidences were found from the confessions told by some students during interviews that writing recount was difficult because they did not know what to write and how to write it properly. Moreover, they also rarely did the activities of writing in the classroom. The teacher of English as a part of the research collaborator also told her difficulties in teaching the students the recount texts and in asking them to write. The research is taken based on some considerations made by the collaborator and the researcher based on the theories suggested by some eminent experts on DJW which is found to be a beneficial tool to improve the students' writing skills especially on recount texts.

## **B. Identification of the Problems**

Based on the preliminary observation conducted in SMA IT Abu Bakar Yogyakarta class X3 students in particular, there were some problems faced by the students in the process of learning writing which circumscribed them to get success in reaching the target language. The problems are divided into three categories presented as follows.

### **1. The Students**

Firstly, there were some aspects of students' writing which could not fill the requirements such as grammar, spelling, vocabulary, sentence and text organizations, and punctuation. Based on some interviews covering the students'

feelings towards writing skills, they confessed that they lacked knowledge of those aspects in writing. To write a single sentence they spent a relatively long time. They were stuck and really had no idea what and how to write on papers.

Moreover, the students were also confused of what to write and how to begin writing because they hardly wrote in English. The only chance they got to write was in classroom but the practices were rarely done, because the focus of the lesson was usually on grammar or comprehending the contents of texts only which became the reason of their lacking creativity in writing. They did not get the chance to experience the process of generating their ideas that made them unable to express their thoughts on papers. In addition, they were also confused when they were given a particular genre text and had to comprehend its generic structure and the language features of it because they did not really get what the purpose of the text was and what the differences between one genres of text to the others. Those reasons made them lose their confidence to write. Another problem was the feedback and corrections which could only be obtained from the teacher. But this way usually made them feel bad as the correction given orally and directly could make them feel embarrassed in front of their friends while the corrections on their writing which were full of red marks also left them demotivated because they felt ashamed in front of the teacher. Those things created bad impacts on the students' attitudes towards writing skills which prevented them to make any improvements in order to master the target language.

## 2. The Teacher

The teacher spent too much time on jokes and trivialities to amuse the students. However, the knowledge which was supposed to be delivered did not arrive to the students. The time management could be categorized as poor. The students deserved to get complete knowledge to fully understand and comprehend the materials so they could master the skills in writing. Some ice breaking jokes are necessary but they must be done without taking the pivotal time for learning.

Furthermore, the teacher also did not give the students opportunities to practice the language. There were no activities on tasks and practices. The students had no spaces to experience writing process at all. The students said that it was done only once before and they never did again after that. Writing was becoming the most neglected skill. There were many activities related to listening, speaking and reading even during writing class which made the students' writing habits did not enhanced properly.

## 3. The Media

In teaching writing skills, the teacher only gave some explanations to the students on recount text without providing any additional model text as the input of language to help the students to understand the materials properly. As the consequence, the students could not grab the ideas clearly and did not understand the materials well. There was an LCD in the class, but its use was totally diminished. The students only get the explanation from the teacher who sometimes wrote it on the white board for the students to take notes. Rarely, they got handouts on the material taught.

In reference to the explanation given above and the need of efforts made to improve the teaching and learning process in classroom of writing English, this particular research is conducted to improve students' ability in writing skills of the tenth grade students of SMA IT Abu Bakar Yogyakarta class X3 students by the use of DJW. It is expected to make changes that give benefits on the students' skills in writing to pursue the target language succession in teaching and learning process.

#### **C. Limitation of the Problem**

Due to the lack of time, the research has some limitations. Firstly, this study focuses on the tenth grade of Senior High School of SMA IT Abu Bakar Yogyakarta class X3 students in particular as the research population. Secondly, the research concerns on the efforts made to improve writing skills ability. Lastly, the study is limited to the use of DJW in improving the writing skills of the tenth grade students of SMA IT Abu Bakar Yogyakarta class X3.

#### **D. Formulation of the Problem**

Based on the problem's limitation, this study attempts to answer the following question:

How can the use of DJW improve the students' writing skills of class X3 students of SMA IT Abu Bakar Yogyakarta?

#### **E. Objective of the Research**

The objective of this research is to improve the teaching and learning process of writing through the use of DJW in class X3 of SMA IT Abu Bakar Yogyakarta.



## **F. Significance of the Research**

The findings are expected to give contributions to:

### **1. English Teacher**

The research is aimed at giving new alternative medium of teaching for English teachers which have been proven to be effective. Hopefully, the teachers can apply the DJW as a part of the teaching tool to build the students' writing habits which are important for them on the grounds that such medium facilitates the English teachers of SMA IT Abu Bakar to improve the quality of their teaching process of writing skills in the classroom.

### **2. Students**

The students of SMA IT Abu bakar class X3 are expected to continue learning and writing after given such medium to write whatever they want to write called Dialogue Journal writing. The implementation of DJW during the research days which fortunately, they found as a fun activity is hoped to be performed after the research and be part of their way of finding their own voices in writing and also to enhance their creativity and confidence in writing English.

### **3. State University of Yogyakarta**

This research aims at giving additional references to the efforts of creating better education in the future.

### **4. Other Researchers**

It can inspire the other researchers to conduct further studies on the use of DJW to improve students' writing skills in any level of education.

## **CHAPTER II LITERATURE REVIEW**

This chapter presents the theoretical review, the review of related studies and the conceptual framework. In the theoretical review, the research examines some theories that become the frames of thoughts of the study. In the review of related studies, the research presents some reviews of previous studies taken by several researchers related to the study. In the conceptual framework, the research relates the theories to the study.

### **A. Theoretical Review**

The theoretical review presents the recent theories of the study. It is presented in four subheadings. The first part discusses about the writing skills. The second part presents the teaching of writing. The third part explains about the Dialogue Journal writing (DJW). The fourth part is about recount texts. The last part is about action research.

#### **1. The Nature of Writing Skills**

##### **a. The Definition of Writing**

Many experts have defined the definitions of writing. Writing is one of the four language skills after listening, speaking and reading (Pulverness, Spratt, and William, 2005: 26). Moreover, writing is also a productive skill which is meant for communication to deliver messages in the forms of letters and symbols. In a message, there is something which is needed to be informed to others called a purpose. In other words, the activity of writing is aimed at creating a written product which is containing a certain message or information. Writing concerns

on some aspects such as: content, organization, originality, style, fluency, accuracy and the appropriate use of rhetorical forms of discourse.

Writing skill as said by Brown (2000: 335) is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. Furthermore, Brown (2001: 334) states that writing is a learnt behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill which only can be done consciously with efforts. According to Harmer's theory (2004: 7), writing is the only skill that can produce a real product, which is touchable, readable, and keepable for long time. When the spoken form of language is an act of here and now world, the written one involves time and also space. In writing, people must get everything right. Unlike speaking where the clarification and explanation can be made directly in order to make the messages clearer we deliver to people we talk to, writing tends to be more exact, precise and uses some special devices to make it work properly on the readers without creating any confusion and misunderstanding or misinterpretation (Harmer, 2004: 8).

From the definitions proposed by many experts above, it can be inferred that writing is a productive skill which functions as a permanent record of communication event in delivering messages and information which provides the opportunity to connect the world of past, present and even future and allows the

communication from near and also far distances after going through the process of thinking, drafting, and revising. The microskills of writing in Brown (2001: 343) are presented as follows.

- 1) Producing graphemes and orthographic patterns of English.
- 2) Producing writing at an efficient rate of speed to suit the purpose.
- 3) Producing an acceptable core of words and use appropriate word order patterns.
- 4) Using acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
- 5) Expressing a particular meaning in different grammatical forms.
- 6) Using cohesive devices in written discourse.
- 7) Using the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- 9) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguishing between literal and implied meanings when writing.
- 11) Correctly conveying culturally specific references in the context of the written text.
- 12) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

b. Writing Process

To make a good-structured writing, a writer should refer to a certain checklist. Nation (2009:114) states that in order to focus on the different aspects in writing, the best way is to face writing as a process. When we try to make a product of writing, we need to go through several steps as parts of a process. It is not merely putting words together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. In the process of writing, there are four stages proposed by Harmer (2004:4).

### 1) Planning

Before starting to write down on paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning on their heads.

During the moment of making plan, there are 3 main points which must be kept on mind. First, a writer must determine the purpose of writing as its importance can influence on what type of text he wants to make, what language we want to use, and what information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing. Moreover, a writer also needs to make determination on putting best order of facts, arguments or ideas on his writing.

### 2) Drafting

The very first piece of writing a writer makes is usually called a draft as it will be going through editing steps. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.



### 3) Editing (Reflecting and Revising)

After the first draft, a writer needs to reread his work to see which one is working, which one is not and also to see some parts which are not grammatically accurate or some words which have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests for the best final product.

### 4) Final Version

After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and the final version will be very different as it has gone through a process which makes many changes on its' content.

Harmer (2004:6) after the first diagram of writing process he made was found unsatisfactory as it is depicted a linear process. The second one is found to be the most appropriate as it is allowed an ongoing process of writing in a recursive manner called "*Process Wheel*".



**Picture 1:** "Process Wheel" Diagram Proposed By Harmer (2004: 6) How to Teach Writing

The students, by looking at the wheel process of writing above, can do the re-planning, re-drafting, and re-editing because there are some possibilities of them changing their minds after the final products are completed. The process wheel above shows a different way of making a writing product as we can see many directions the students can go backwards or forwards around the rim and going up or down the wheel's spokes until the best final versions are reached by them. They may still revisit or turn back to the previous stage. Overall, it is better for the students to see the activity of writing as a process wheel which gives them more space and flexibility in creating their pieces of work in writing.

## 2. Teaching Writing in English as a Foreign Language Classroom

### a. Teaching Writing

Harmer (2001: 79) states the reasons of why the teaching of writing is important for the students of EFL classes:

- 1) Reinforcement: in order to get new knowledge in English, it is difficult if we just count on the oral or spoken form of language which the students usually see. The fact is that students are more at ease when they see the language is written down where they can read, reread, analyze, and comprehend with relatively longer time. Many students think that writing down what they just study will give them better memories whenever they try to recall it.
- 2) Language Development: writing is a skill which demands the learner to learn in a long term. It is an ongoing learning experience as the

performance of it is the actual learning process itself. The mental activity involved in the making process of written text is all part of the learning.

- 3) Learning Style: there are some students who can unbelievably master new knowledge in English language very fast just by looking or listening, but in contrary there are also many of them who feel really burdened in learning the language because they cannot understand it even when they try very hard to absorb the knowledge. Writing gives them a chance to learn in a better way which is easier and effective. They are given time they need and they can make some reflection in their own way through writing.
- 4) Writing as a Skill: the writing skill is as important as the other three skills namely speaking, listening, and reading. In real life, not only speech form of language that is used for communication, but also the written one. Today, the one who holds the world is the one who know the information. And most information is written in mass media. The demand of writing ability is on the stage. We need to know how to answer letters, respond to invitation, advertisement and etc. The importance of learning spelling, punctuation and etc. in writing is equal to the importance of learning pronunciation in speaking.

In the teaching process of writing, according to Ur's theory (2009: 167), it is more efficient for a teacher to select and to grade the language which will be learnt in the class. That is to minimize the waste of time as much as possible on frustrating incomprehension and use it to the actual action of practicing where

they can perform writing with the knowledge they have inside their heads and also use it as an alternative to learn new language.

Clark (2003: 2) states a theory that the skill of writing cannot be done by having knowledge to be filled in students' heads that is why the goal set in learning must be to enable students to develop an effective writing "process" which can be learnt even after the class meeting hours.

Ur (2009: 169) suggests that the nature of learning is to practice the process. It is the activity through which language skills and knowledge can be mastered in a better way. Giving students condition, situation and space to do what they need to learn in effective activities is believed to be the most important way of viewing what we called as learning.

At any given point of time in the process of teaching, teachers need to clearly inform students about the objectives of learning the lesson. There are two aspects which must be separated, accuracy and fluency. Students have to know whether the focus is on the accuracy aspect or the fluency one. When the accuracy is emphasized, teachers tell the students to get the language right including the form, grammar, words choice and sentence structure. But if the objective is fluency, they are concentrating on the message delivered to the readers (Brumfit: 1984 in Clark: 2003).

Harmer (2004:84) says that the purpose of every writing activity must be focusing on giving chances for students to become fluent writers as the absolute success of teaching writing is to make them feel confident to write.

Emig (1971) in Clark (2003: 10) explains to encourage students to keep their personal writing as part of building their writing habit. This expressive writing walks along with the need of mastering the fluency aspect in writing on literacy or academic writing topics. Moreover, he claims the writing of thoughts, ideas, experience in free pressure and anxiety with rapid flow of words fosters cognitive development.

From the explanation of the reasons why the learning of writing skills is important, teachers and students can get the idea of how important writing is for them in order to master English language. Moreover, from the theories of learning writing skills in English proposed by some eminent experts, it can be inferred that learning how to write must not be done by filling students' heads with theories and knowledge but more emphasis on giving practices so they can experience the real process of making pieces of writing because they need to build their writing habits to improve their fluency in writing in order to be confident writers which is one of the purposes of learning writing skills.

#### b. The Types of Classroom Writing Performances

In his book, Brown (2001:343) suggests five major categories of classroom writing performances.

##### 1) Imitative, or Writing Down

At the beginning stage of learning a language, students will simply imitate what they see. They can just write down English letters, symbols or probably sentences to learn the conventions of the orthographic code in

English. Sometimes, the teacher can do some dictations for them to write and give them scores on their works.

## 2) Intensive, or Controlled

Writing can be performed as a tool for learning, reinforcing and testing grammatical concepts. This kind of activity usually appears in an intensive written grammar exercises. This activity does not allow a space of creativity on students' works. Controlled writing gives teachers times to break from controlling without losing a series of stimulators. Some activities such as giving students tasks which need them to change present tense into past tense.

## 3) Self-Writing

Self-writing which is also called free writing or creative writing is usually performed to promote creativity and build writing habits. Students write something down to be read and kept by themselves. The most common one is their note taking during classes.

Diary or journal writing can also be categorized as self-writing. But in many cases, it is used as a record of student's thoughts, feelings, and ideas which is shared with a respondent to be given a response.

## 4) Display Writing

In every school, there is a requirement which obligates its students to make essays in examination, research reports and classroom assignments. Those can be categorized into display writing.



### 5) Real Writing

Different from display writing, real writing is aimed to be made for people who actually need the information or messages.

From the explanations given from the experts above, it can be seen the sequence of learning writing from imitating or verbalizing until performing real writing autonomously. Students need to go through all the processes in order to master the skills in writing such as doing controlled tasks, free writing to build writing habits for fluency and etc.

#### c. Teaching Writing in Senior High School

Writing is one of the compulsory subjects for students of Senior High schools. English learning in Senior High schools is aimed at making the students be able to gain functional level in order to communicate both in written and spoken forms. In order to reach those targets in learning English, there are some relevant matters which are important to be known by teachers of English. The first one is the regulation issued by the Ministry of Education in the Standard of Content. The other one is the age range of Senior High School students. As written in *BSNP* (2006), they need to be taught to reach the literacy level covering the following issues.

- 1) **Performative:** On the Performative level, students are expected to have the skills of reading, writing, listening, and speaking using the symbols in English

- 2) Functional: On the Functional level, they can use the language as a tool to fulfill their needs of living in everyday life such as reading news, manuals or signs
- 3) Informational: On the Informational level, they are supposed to have the abilities to access knowledge with the use of their knowledge in English. The teaching and learning in Senior High Schools are aimed to get the students to reach the informational level as they are prepared for their further education in colleges and universities.

Furthermore, according to the regulation issued by the Ministry of Education about the Standard of Competence and Basic Competence of English learning at *SMA* and *MA* grade X (2006) are set as the following.

**Table 1:** The Standard of Competence and the Basic Competence of *SMA* and *MA* Grade X

Standard of Competency	Basic Competency
Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.	Expressing meaning in the form of short functional written texts (such as announcements, advertisements, invitation letters, and etc.) in formal or informal occasions with the use of various written languages accurately and fluently, and in accordance with the contexts of everyday life.
	Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.

The table above shows that the first semester students of grade X will learn how to express and produce short functional texts such as announcements, advertisements and short essays in the forms of recount, narrative, and procedure.

Moreover, they also learn how to use various written language accurately and fluently with accordance of the contexts in everyday life. However, in this research, the focus is only on one particular text type which is recount text.

Another important concern in teaching writing in Senior High school is the range of students' ages. Their age range is between 12 and 18 which is usually called puberty phase (Brown, 2001:91). They are classified as teenagers. In this phase, students are in the process of transition, confusion, self-consciousness, growing, and changing of bodies and minds. Moreover, they are also in the phase of developing their attention spans as the results of their intellectual maturation but this can be easily shortened as there are many diversions in their lives.

As the consequence, their characteristics as explained above will be the teachers' concerns in teaching English especially in writing. As stated by Brown (2001:92), in teaching the Secondary school students, teachers need to pay attention to the most important concerns in keeping their students' self-esteem high by:

- a) Avoiding embarrassment of students at all costs.
- b) Affirming each person's talents and strengths.
- c) Allowing mistakes and other errors to be accepted.
- d) Emphasizing competition between classmates.
- e) Encouraging small-group work where risks can be taken more easily by a teens.

The success of teaching writing in Senior High schools is determined by the learners' ways and styles in learning and also the purposes they have which

motivate them. That is the reason why teachers need to provide situations which encourage the development of students' writing strategies in order to improve their writing skills.

According to Brown's theory (2000:346), there are some principles in designing writing techniques. They are:

- a) Incorporating practices of "good" writers.
- b) Balancing the process and the product.
- c) Accounting for cultural or literacy background.
- d) Connecting reading and writing.
- e) Framing the techniques in terms of prewriting, drafting, and revising.

Based on the explanations presented above, it can be inferred that the teaching of English especially in writing skills of Senior High school grade X in the first semester must focus on the psychological conditions of the students. Teachers also have to teach them the most appropriate learning styles and techniques. Hopefully, the target language will be reached as the learning and teaching process runs more effectively.

### 3. Dialogue Journal Writing

#### a. The Definition of Dialogue Journal Writing

Dialogue Journals Writing (DJW) or Written Dialogue Journals are written dialogues or conversations between students and teacher kept in a personal journal book over period of time on a particular topic preferred by both the students and the teacher (Peyton and Reed (1990) in Amelia Myers Collin's journal (2003)).

Furthermore, Staton (1987: 49), in Amelia Myers Collin's journal (2003) says that DJW is a genuine written conversation where the students can conduct private discussion with the teacher. This journal is different from the traditional one since there is an opportunity for the teacher to give comments or respond to the students' writing. The teacher's job in DJW is not to give evaluation or correction on students' errors but to give response as a partner in conversation (Peyton and Reed, 1990: 4) in Liao and Wong (2001: 141). This journal also allows both the teacher and the student to make decision about what topic they want to talk about. Such dialogues occur on a regular basis throughout the school year, extending the conversation across time for purposes of communication, self-understanding, negotiation of the classroom relationship, and problem-solving.

Peyton (2000) in Castellanos (2008) proposes that DJW is a place where thinking process becomes visible. Its use can examine thinking strategies which totally enhance students' creative and critical thinking.

It is a medium to share honest feelings, thoughts, ideas, and experiences between the student and the teacher in a free-pressure and less-stressful way. Students who usually are threatened by the teacher's judge on their writing and are irritated by their composition books full of marks from the teacher's correction are totally freed from the fears (Harmer, 2007).

According to Clark's opinion (2003: 28), DJW has a purpose to enhance the affective writing process in the classroom to create better atmosphere and bring fresh air for the students who are bored of writing class.

Furthermore, Peyton (1990: 4) in Yoshihara (2008) adds that DJW is a type of written interaction between teachers and students that focuses on meaning rather than form and is a means of developing students' linguistic competence, their understanding of course content, and their ability to communicate in written-form.

Brown (2001: 344) states that DJW is also categorized as self writing used as students' records of thoughts, feeling, and reactions in which an instructor such as teacher reads and gives responses to. So it has audiences.

From the theories defined by the experts above, it can be inferred that DJW is a journal kept between a teacher and students containing their conversations in written text about their feeling, experiences, opinions, thoughts, and ideas which is free from correction and judgemental comments in order to build the students' writing habits and improve their fluency in writing that will be able to improve the accuracy of their writing too.

#### b. Principle Characteristics of Dialogue Journal Writing

In the learning language proficiency, there are two aspects which is worth knowing by both students and teachers of English. These are called accuracy and fluency (Penny Ur, 2009: 162). It is considered as accurate when they can write the language correctly while it is called fluent when the language flows with ease. Both are required to be learnt by the students to really have accomplished quality in English. They are said to be succesful learners of English as foreign language, when they can make use of the language in real communication accurately and fluently.



The main goal of the use of DJW is to let the students practice writing as much as possible, so they can write with confidence thus their fluency in writing is enhanced. Students are usually lost when their teacher asks them to write a certain genre of text, because they are not accustomed to write. To train students' fluency in writing, the most basic way is to build their writing habits first. When it can be achieved successfully with dedication and efforts, they can absolutely switch their best in making their own creative writing in all genres of text. Staton, Peyton, and Reed (1990, 7), with others in Collins (2003), identified several characteristics of the writing in DJW.

1) The Writing Has Qualities of Good Conversation.

Both the students and the teacher can choose the topics to discuss on together. The journal will be submitted to the teacher to be read and given responses regularly. Both can contribute equally, making comments and offering observations and opinions; requesting and giving clarification; asking and answering questions (Peyton: 2000 in Abdolhamid: 2009).

Furthermore, Peyton (2000) in Abdolhamid (2009), suggest that this can create a meaningful conversation between students and teachers in many ways. If it is possible, the teachers can directly or indirectly take students to give some attention on formal linguistic aspects such as the mechanics of writing and styles, or to give takes on the communicative and discursive aspects of their writing. The students who expect some audiences on their writing will feel motivated as they get some appreciations from their teachers. They enjoy their teachers' company participating as their friend and partner in an ongoing conversation in DJW.

Importantly, they also go through some experiences dealing with different linguistic and communicative aspects of writing foreign language.

2) The Writing Is Student-Generated.

They generally write about activities they are involved in and issues that interest them as they happen. Through DJW, teachers can put their responsibility for teaching a foreign language in the context of real interaction with people who possess different life experiences.

Another benefit of using DJW is that this can function as a tool which gains considerable acceptance in the classroom to help students to become aware of their own writing by making use of their experiences to enhance their writing skills (Clark & Ivanic, 1997, p. 213, cited in Pennycook, 2003 in Castellanos: 2008).

3) The Writing Is Continual.

The regular journal exchange allows students to discuss certain topics with their teacher over a period of time. It can be performed in daily, weekly or monthly basis. Because of its flexibility, teachers of English can make determination on the use of DJW by considering their students' level of proficiency or age.

4) The Writing Is Functional.

Students write in their journals on things which can accomplish a wide variety of real beneficial purposes for instance: to get information, opinion, clarification, solution, and etc.

Wilcox (1998) in Castellanos (2008) suggests that the acts of responding to a reading in writing, sharing ideas and reflecting on our own ways of knowing is a series of a process that improves learning and enhances thinking.

5) The Writing Is Varied in Terms of Topic, Genre, and Length.

The journals function as spaces for students to write non-personal or personal topics they prefer to tell. The use of DJW empowers them to make use of their own experiences, thoughts, and ideas with no limitation. They can explore on what they study, read, listen or even what they feel on things in their daily life. They are free to decide the length of the story themselves. However, since the use of DJW is mainly to enhance students' fluency in writing, teachers should inform the importance of giving details.

For the genres of text in English, teachers usually make deals with students about the topic on texts they will write on narrative, recount, or the other genre of texts. This principle of DJW is crucial as Vanett and Jurich in Pierson (2003) state that the freedom to have some creative control over what is written seems to be inextricably linked to developing a sense of investment in the writing process. Moreover, they also state that writing in DJW can give students confidence in writing that they have not felt before, and can give them skills that they can use in other, more academic types of writing.

6) The Responses Given by the Teacher Should not Judge and Criticize Students' Writing.

In DJW, there is no correction made for the students since the nature of this journal is free-writing medium for them to express their thoughts and ideas

without being worried of making mistakes. The teacher's job in DJW is not to give evaluation or correction on students' errors but to give responses as a partner, a friend or as an ally in conversation (Peyton and Reed, 1990: 4) in Liao and Wong (141)). This is considering the students' feelings on their writings which are full of corrections that usually make them lose their confidence to write. The teacher is helping the students by directly participating in the conversation rather than judging the students' writing (Peyton & Staton (1993) in Liao and Wong: 154). DJW believes in the principles of Communicative methodology that to learn is to do and considers that mistakes are not always mistakes.

Moreover, according to Peyton (1986: 27, in Yoshihara: 2008) rather than overt correction for students' errors, the correction of grammatical forms and structures in DJW are modelled in the course of the interaction. Thus, Dialogue Journals provide opportunities for students to learn correct grammatical forms and structures by reading teacher's responses and imitating them.

In Liao and Wong (2011), Alexander (2001) says that written dialogues in DJW between the teacher and the students keep them closer to each other which maintain their acquaintance and relation. The students trust the teacher completely that is why they can easily give specific information, ideas, thoughts, feeling and experiences. They explain in more details to meet the teacher's need as the reader of their pieces of writing.

The misdirection of writing skills is the myth that spread widely said that it is all about the matter of grammar. Learning how to write means you have to master the proper grammar rules in English. And it is known by many teachers

that students have great difficulty of absorbing the knowledge of grammar. It is such a burden to memorize every single pattern and rule in grammar. They feel the desperation, and some of them just give up because they cannot master the rules of grammar. As a consequence, they stop writing. Moreover, according to Clark's theory (2003: 313) English teachers or even institutions who find the writing of the students are poor and inadequate to meet the target language, blaming their lacking knowledge in grammar and demand to be back to the basic which chooses grammar to be the main attention all the time. DJW provides spaces for the students to get away from their fear of writing because of their indecent knowledge in grammar.

In building the students' writing habits, the alternative is to give them opportunity to write whatever they like. It is often referred as "Expressivism". Clark (2003: 13) on his book says that to stimulate the knowledge of English in students' brains in an easy way is to have them write what they prefer to write or express. They have too many things in their minds to be written on papers. This also allows them to find their own voice that surprisingly can function as an authentic writing and self-empowerment.

#### 4. Recount Text

##### a. Definition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts

and also in non-fiction usually used to make factual accounts of events, current or historical ones.

Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knapp and Watkins (2005) also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre.

Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

#### b. The Structure of Recount Texts

In making a recount text, there is an important point which is worth knowing. According to Anderson's theory (1997:53), a recount text has three main parts (Generic Structure). They are:

- 1) Orientation: the opening of the text, the introduction of the topic of the text. It give background information about who, what, where, and when.
- 2) Event: It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.

- 3) Reorientation: it functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

The language features of the text of recount are:

- 1) The use of proper nouns
- 2) The use of past tenses
- 3) It is organized in a chronological order, using time connectors that signal the order of sequences or events, for example, then, next, after, meanwhile, they functions as connectors.
- 4) The use of adjectives and adverbs for details.

#### c. How to Teach Recount Texts

Teaching recount texts to the students of Senior High schools is similar to the teaching of writing to students in common. The topics of writing recount texts can be selected from the students personal experiences as the nature of recount is to tell stories of events which emphasizes on the sequences. Through the use of Dialogue Journal writing, the process of teaching and learning writing recount texts can be improved since it allows students to experience writing their own pieces by going through the process of writing such as planning, drafting, editing, and rewriting which has been depicted in the wheel process shown above.

#### 5. Action Research

Burn (2009: 2) defines action research as the application of fact finding to practical problem solving in a certain social situation by involving collaboration and in the research. Because the context of this research is in a school, and it is conducted during the process of teaching and learning English in the classroom it

is usually called Classroom Action Research (CAR). It is a reflective process in nature that requires discussion and inquiry to be the pivotal parts of the research. CAR is performed collaboratively to look for solutions of everyday problems found in classroom or to find a path to enhance the students' achievement on their study especially in English classroom. Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue.

## **B. Reviews of Relevant Studies**

There are some previous studies taken by some researchers around the world in both ESL and EFL contexts showing the effectiveness of using DJW as a part of classroom medium in learning writing skills in English.

A study was taken by Bartelo, Birkitt, and Davis (Writing across the Curriculum, Vol. II, August 1990). In this course, the students participated as interns at local public schools where they were supervised by a cooperating teacher and PSC faculty for one morning per week throughout the semester. They were asked to keep a journal. The students wrote their experiences such as things they had learnt in school and etc. All students turned in the journal to their cooperating teacher on a weekly basis, and the teacher responded to the story, and sometimes also asked them some questions. As a result of this free-write/non-form technique, they found several changes in the interaction and communication between the student and the teacher. The interactions between the student and the cooperating teacher improved as students used the journal as a “conversation tool” to ask about their experiences.



Another research taken by Lucas (1990) suggests that adult learners who engage in journal writing profit from the experience in two ways, increased confidence in their writing skills and a deepened understanding of themselves (Peyton, ed., 99). Learners not only generated confidence in writing but also encouraged autonomy themselves which is crucial to the adult learners. Transition to academic writing can be linked to journal practice and became precursors to academic writing.

Mahn (1997) carried on year-long DJW with his high school and university ESL students in journals in which they wrote for 10-15 minutes at the beginning of class on whatever topic they chose. They were encouraged to focus on authentic communication and not to worry about mistakes. They were free to jump from topic to topic and to draw on their own interests and experiences. The relationships that were developed in the journals became an important part of the culture of the classroom, as the confidence that students gained through their journals carried over into the academic writing in Mahn's and other classes. There are some confessions made by his students:

*"Writing in journals has built my confidence in writing and lately, I found that writing helps me understand something deeper" (Dat).*

*"Journals have made writing a lot easier for me. I feel confident when I am supposed to write an essay or something. I am not scared any more when I hear the word 'essay'" (Minh).*

In a qualitative study, Holmes and Moulton (1997) in Yoshihara (2008) examined DJW entries of six ESL university students in a 15-week intermediate ESL composition class at an American university. They found a connection

between writing regularly and the development of fluency. Thus, there is evidence that Dialogue Journal writing contributes to writing fluency.

Collin (2003) portrays in her published research journal about her experience using DJW in ESL classroom at Ephesus Road Elementary School in Chapel Hill, North Carolina. Over the course of the spring semester 2003, she exchanged DJW with the students as part of her ESL instruction. The students were pulled out of their regular classrooms for ESL classes. She finds DJW as one complete package which becomes the better way to help her students improve their writing, reading, and cognitive skills, while at the same time bolstering the connection between teacher and student and fostering an atmosphere of respect and understanding in the classroom. She added that DJW will continue to be a mainstay in any ESL classes she teaches in the future, no matter what her teaching context.

The next study was taken by Denford-wood (2003) from Victoria University of Wellington Aotearoa New Zealand on rebellion engage 10<sup>th</sup> year of English students. There were 18 students. Seven were New Zealand born. The other six have immigrant parents, such as British, Swiss, Dutch, German, Sri Lankan, Zimbabwean and South African, and speak English as their first language. Each student kept a journal. All students participated in the journal work equally. Improvement in transition to work times was a reflection of students' willingness to engage with the process and the value they recognized in it. As journals were returned each day, students savored the comments before moving into the next topic. As with all journals the enthusiasm and effort can be

sustained when readers/writers know that someone cares about and appreciates their level of involvement. These comments were essential to the success of the journal.

Pierson (2003) has used DJW in her adult EFL classes in Sweden. She found that once learners understood the overall writing process, they were eager to begin writing. Furthermore, once they understood the purpose to express whatever they wanted to say without fear of teacher's correction. Their first conservative attempts at writing gave way to more free expression, when they realized that their subject matter should come from their own schemata, they began to write with greater freedom. She suggests using DJW in order to help adult ESL/EFL learners to make progresses in language learning based on students' needs.

In Malaysia, a study was taken on the use of DJW through E-mail technology to improve students' skills in writing by Razak and Asmawi (2004). This research involved Malayan secondary schools' students. They found how effective the combination between the use of internet technology and DJW to enhance the teaching and learning process. In this study, the conversation was carried out among students. According the final results, DJW via e-mail proves that it can give students chances to "make public" their individuality. The students are initially unfamiliar with their partner and want to share knowledge about them in order to establish relationship with the person. The study reveals that e-mail DJW is able to serve as a tool for developing students' writing abilities and initiating their communication skills. In addition, it can be an interesting,

motivating and meaningful writing activity as it exposes students to authentic discourse.

An action research project was also taken by Castellanos (2008) of University of Distrital Francisco José de Caldas, Colombia. It involves teachers of the Philology and Languages with Emphasis in English. This study was conducted at the basic English IV upper-intermediate level classroom with nine students participated in the project. The evaluation of the research tells that the journal-writing task writing allows students' free choice where students had the opportunity to exercise a degree of autonomy which involved exercising free choice in selecting the topics they explored. Unlike essays which aim at looking at writing as a product, students experienced the journal as a way of observing the process in writing. Finally, the journal constituted a rich resource to identify traits of identity construction.

Another study was from Yoshihara (2008) from Nihon University Japan. The 19 Participants were from business majors at a private Japanese university with similar English language backgrounds. They produced 354 journal entries. Each student wrote 10 to 14 entries per semester. The class met once a week for 90 minutes over two 12-week semesters during the 2006 academic year. The purpose was to help students become comfortable writing English and to connect class content to their lives. Based on Yoshihara's confession, the students developed a more positive attitude through interaction with their teacher as they developed their language skills, a quality perhaps common to Japanese students in

general. DJW is one way to create common ground between teacher and students a space for communication and empowerment.

A case study conducted by Nassaji and Cumming (2000) in Yoshihara (2008), analyzed language functions in dialogue journals between a 6-year-old Farsi speaking student (Ali) and his Canadian teacher over 10 months. They found that Ali's early journal entries tended to be restricted to reporting about either general facts or personal facts. However, as the journals progressed Ali began to report his opinions and ask questions more frequently. Eventually Ali's questioning increased, while Ellen's decreased. This suggests learners can improve communicative language functions in journals exchange.

There was also an article written by Abdul (2009) from Tarbiat Modares University, Tehran, Iran, exploring DJW as a procedure based on sound theoretical foundations that can be very flexibly adopted, adapted and practised in almost all educational contexts. The paper discusses DJW through a consideration of the existing literature and previous research into DJW in the Iranian context of English-language teaching (Mirhosseini 2003; Ghahremani-Ghajar and Mirhosseini 2005). There is a confession made by an Iranian EFL learner (Dialogue Journal entry of Dadbeh, a 16-year-old Iranian EFL learner, 3 December 2001) about DJW.

*"I believe that the journal can be good for our learn of English, because we can learn New words & New grammar after that, we can use them in our journals and it's good for our English, moreover we can learn the way of thinking that it's important too".*

Different from the other studies, Haynes-Mays et al. (2011) conducted a research on African American Vernacular English (AAVE) who is often learning

English as a second language. Speakers of AAVE have been characterized to have language deprivation, which suggests that they speak “bad” English or are too ignorant and unintelligent to speak any other way. Adjectives such as “slang,” “mutant,” “lazy,” “defective,” “ungrammatical” and “broken English” have all been used incorrectly to refer to AAVE and are demeaning. This study sought to qualitatively examine the effect of DJW on African American Students’ literacy and language skills. This research draws from two sources: 1) an informal meeting and 2) the DJW sessions. The study was designed to last three months. The subjects of this study were 49 African American students in the fourth grade in a rural small school district. The overall results of this study revealed that the students’ writing ability did improve quantitatively and qualitatively. Based on the journal entries collected, the AAVE grammatical features are present in all students’ writings.

In a study of DJW to improve writing of English language learners done by Datzman (2011) from university of Arkansas, the results show that dialogue journals served as an effective intervention strategy for improving writing for this group of 4th grade English Language Learners. Over the course of 12 weeks, the implementation of DJW produced significant improvements in the writing of four, 4th grade ELL students. Students participating in this study showed significant improvement in the areas of ideas, organization, voice, sentence fluency and conventions whereas the group of ELLs that did not write regularly in the DJW did not improve significantly.

In addition, Mansor et al. (2011), from academy of language studies, University of Technology MARA Perlis did a study which involved a group of second-year ESL learners of university of technology MARA Perlis, Malaysia. The selections of the students' DJW were found to display features of the learners' self-expressions, learning and interactions among their classmates and teacher. The study has discovered that when the students write, they can actually be expressive, sociable and at the same time learn from each other. They do possess ability to interact using the second language if not verbally, through their writings which show that they do have the cognitive, communicative and social abilities to convey meanings with others.

A DJW study was conducted by Denfort-Wood (2003) on eighteen Year-10 students in New Zealand. The students were asked to write their reflections on three literature texts they studied in their class. After 5 weeks, students showed that they became better readers. DJW was able to help less proficient writers and proficient writers. In the beginning of the class, students were hostile towards the teacher. However, the usage of DJW facilitated class engagement which encouraged positive learning perspectives. The students were enthusiastic and were motivated to write by comments by readers. By having written feedback from the teacher, it helped students to be better writers, readers and learners.

In reference to the reviews of some studies on DJW in some different contexts presented above, it can be concluded that the use of DJW were proved to be effective to improve students' writing skills since its' flexibility in use makes it appropriate for every level of students' proficiencies, ages, and also contexts.

### **C. Conceptual Framework**

The research's conceptual framework is formed based on the theoretical reviews and the theories of the research. As the students' motivation in learning plays very important role in the process of teaching English in the classroom, the teacher should keep maintaining it. One of the ways to achieve it is by giving them communicative activities where they can feel free and are not limited by their own fears. They should be given a space to show their own voices, ideas, and feelings in order to master the language effectively especially in writing. In order to improve their skills in writing, they need to build their writing habits and start to write from now on. They need to consider language learning as a process of experiencing, practicing, and doing. By doing so, they can actually learn the language (principles of Communicative methodology). Writing is a skill which is really difficult to be mastered unless the students keep writing all the time and accustom themselves to think creatively. So, there should be a medium where the students can express their ideas, knowledge, thoughts, feeling, experiences, and opinions and write them on papers either to gain their motivation and to build their writing habits in order to reach the target language.

The research takes place in SMA IT Abu Bakar Yogyakarta, particularly in class X3. A preliminary observation is held to monitor the condition of teaching and learning process in the classroom during the first semester in the academic year of 2012/2013. The research is performed by the researcher herself collaborating with the school principal, and the teacher of English. Firstly, a discussion is conducted between the researcher and collaborators to point out the



problems in teaching learning process then find the correct solutions which were expected to improve the process in teaching and learning English writing skills significantly. According to the results of a discussion, there is one conclusion covering the whole problems occurring in the class. The students were mainly low in writing skills and admitted that they were afraid of the writing class because they did not know how to write in English. This created bad impacts on the students' attitudes towards writing skills. This particular research suggests the use of a medium where the students can write freely on papers called Dialogue Journal Writing (DJW). The researcher believes that DJW is effective in improving writing skills considering that it has been successfully used in many countries. Since DJW has not been used in Indonesia before, a research should be conducted to know whether it can work properly on the students' skills in writing. The class which is chosen to be the place of implementing the actions was the tenth grade students of class X3 in SMA IT Abu Bakar Yogyakarta. It is based on the English teacher's considerations and suggestions as the class still lacks skills and confidence in writing and the students are relatively scored low in writing class tests. The DJW is expected to be an effective solution for them in order to improve their skills in writing.

### **CHAPTER III RESEARCH METHOD**

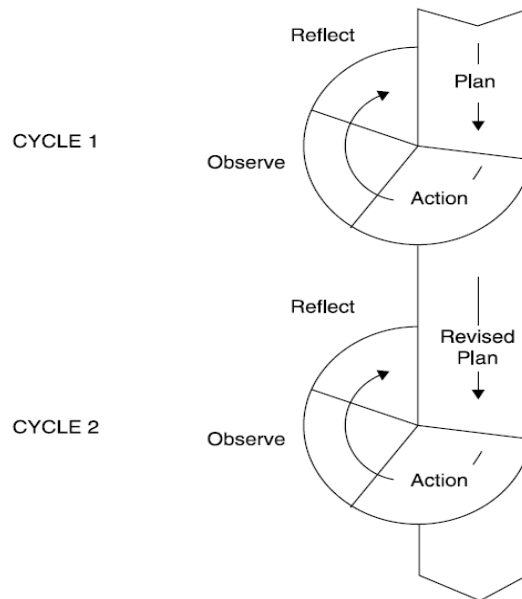
The third chapter presents the method used in the research including the details on the type of the research, the setting of the research, the subjects of the research, the schedule of the research, the instruments of the research, the techniques of collecting data, the technique of data analysis, the validity and the reliability of the data, the procedure of the research and the scoring scheme for writing tests. They will be discussed on the following.

#### **A. Type of Research**

This study is action research in nature. It was not merely about searching a certain way to learn why we do a thing in particular, but it was rather to find an answer about how we could do things better. It dealt with how to invent the better way of teaching for the students' sake.

This classroom action research was done in order to find the best way of improving the writing skills of the Senior High school students' of SMA IT Abu Bakar class X3 at the first semester. The research was performed by the researcher herself with the help of collaborators such as the teacher of English and school principal to improve the teaching learning process using the Dialogue Journal writing on recount texts.

The research's model followed the one proposed by Kemmis and Taggart (1988) in Burns (2009: 9) which is presented as follows:



**Picture 2:** Cyclical Action Research's Model Proposed by Kemmis and Mc Taggart (1988)

It was begun from the determination of some plans on the actions that would be performed. After that, the actions were implemented while in the meantime the collaborator could observe the whole situation in the classroom. The last step was making reflection where the researcher could conduct an evaluation with the English teacher to decide whether they needed to move to the next cycle or not.

According to Burns' opinion (2009: 8), although there are many criticisms against the model of process in action research designed by Kemmis and McTaggart but this is also considered as probably the best known model. It appears in many writing pertinent to action research and despite all those saying, this is deemed to be very useful model since it is able to summarize important

phases of the action research process. Based on those facts, the researcher decided to use this as the model of the process in action research.

## **B. Setting and Participants of the Research**

Setting of research is referring to the time or the schedule of the research and also the place or the location of the research. Each is defined in details as presented below:

### **1. The Location of the Research**

The research took place in SMA IT Abu Bakar. It was performed in class X3. The institution is located at jalan Rejowinangun No.28 E Kotagede, Yogyakarta. The school has several rooms and buildings including students' classroom, several laboratories such as computer, language, and chemistry labs, offices for principal, administrator pursers, teachers, dormitory, a guest room, a consoling room, a security office and a mosque. There are also some fields for basket, soccer and badminton, and parking areas for teachers and students. The school consists of students of class grade X, XI, XII. For grade XI and XII, The classes are classified into class IPA, IPS, language, and religion (Islamic). Each class accommodates 30 students in average.

### **2. The Time of the Research**

The research was done on the first semester of 2012/2013 academic year. It began from the 31<sup>st</sup> August to the 12<sup>th</sup> October 2012. The research was conducted by following the school's calendar and also considering the classroom teachers' schedule and syllabus of English lessons which was taught in class X3 of SMA IT Abu Bakar.

**Table 2:** The Schedule Of The Action Research Was Based on The Following Table.

N o	Steps	Month							
		August		September				October	
		Week		Week				Week	
		4	5	1	2	3	4	1	2
1.	Observation								
2.	Planning								
3.	Pre-test								
4.	Action 1 - Implementation - Observation - Reflection								
5.	Planning for cycle 2								
6.	Action 2 - Implementation - Observation - Reflection								
7.	Post-test								
8.	Analyzing Data and Reporting								

### C. Subjects of the Research

This research invited the teachers of English and the tenth grade students of SMA IT Abu Bakar Yogyakarta class X3 in the academic year of 2012/2013 to help the process of the research to perform properly and successfully.

### D. Instruments of the Research

The instruments used as parts of the research data were:

#### 1. Interview Guidelines

These were practically prepared to facilitate the process of interviewing. Each of them consists of some topics and questions which were related to the research's needs to consider some aspects of the classroom teaching and learning process and also to determine the plans for the research in improving the students' skills in English writing on recount texts.

## 2. Observation Checklist and Notes

During the research process, the researcher with the help of the English teacher who played as a collaborator monitored the students' acts and behavior which were also required as the data to be compared from time to time and to decide whether there were any improvements or not or whether the improvements increase significantly or not.

## E. Data and Technique of Collecting Data

The data obtained from the results of the research are classified into two. They are qualitative and quantitative data. The qualitative are were taken from the observation checklists, notes, interview script, and field notes. The quantitative data are from the results of pre-test conducted before the use of DJW and also from the post-test after the journals were implemented. Besides, the three texts they made in the DJW during the classroom meetings were also analyzed one by one to get another quantitative data presenting the exact improvements the students gained each meeting. The techniques of collecting data are explained as follows.

### 1. Class Observation

The first observation was conducted by the researcher herself with participation of the collaborator. The preliminary observation was done before the implementation of the DJW. Besides that, the observations were also performed by the English teacher as a collaborator during the classes when the researcher replaced her place to teach in the classroom using DJW.

It was done to observe and monitor the students' attitudes and behavior during the teaching and learning process.

## 2. Interviews

These were conducted to know what exactly the students' feeling and opinion about the implementation of the DJW. It was also useful to know the progresses made by the students which they felt themselves and also to get ideas from the collaborator's opinions and feeling towards it. The interview was practically done by a help of interview guidance consisted of some questions to get the data related to the needs of the research.

## 3. Photograph Taking

The camera was used to take pictures and videos during the research in the classroom to see the exact situation when the actions were performed. Those pictures are pivotal evidences to show visible data which support the reliability and trustworthiness of the research.

## 3. Conducting Free Writing Practices

From the students' texts from the first meeting in cycle 1 to the third one in the first meeting of the second cycle, important information and data were obtained which would decide whether the students were able to make significant improvements or not. The scores gained by the students analyzed based on the five aspects of writing such as grammar, vocabulary, mechanics like spelling and punctuation, fluency, and form proposed by Anderson in Hughes (2003: 91) in the use of the DJW. It gave reliable evidences on the students' sides to show what progresses they made and

what improvements they gained during the implementation of the journal keeping.

#### 4. Pre-test and Post-test

Both tests were done to make comparisons of before and after the implementation of the DJW as the effort to improve students writing skills in English, especially on recount texts.

The data were also acquired from the notes on actions conducted in the classroom. The researcher collected the original data which depicted the whole situation and aspects of the classroom performances from the teachers, the students, the school principal, and etc. The data that were also parts of it are interview scripts, field notes, and the students' writing.

### **F. Data Analysis**

The data in this research are qualitative in nature supported by qualitative data. To obtain the qualitative data, the research described the process during the actions in the forms of notes, interview transcripts, observation checklists, and the students' writing. Firstly, the researcher looked up the findings as genuine data. Then, the researcher analyzed the description of opinions, performances, and the results of the research. Secondly, from the interview with the students and the English teachers as collaborators, the transcripts were also written to show the progress of the media implemented in classroom.

Additionally, the researcher and the collaborators shared their ideas, opinions, and comments about the implication of the action research. It was important to avoid subjectivity in analyzing data and getting trustworthiness. To



attain the quantitative data, the researcher applied writing practices in DJW and also writing pre-test and post test on recount texts. The scores from the tests were used to obtain the data by comparing the mean scores of the students' writing.

### **G. Validity and Reliability of the Data**

In order to get the validity of the data, there was a need of using five criteria of validity to examine the data's trustworthiness. Those are called Democratic validity, Outcome validity, Process validity, Catalytic validity and Dialogic validity as mentioned by Anderson in Burns (1997: 161). The explanation on the validity of the data is presented below.

#### **1. Democratic Validity**

The purpose of democratic validity was to make an alignment with the collaborators which involved the teachers of English, the principal, and the researcher herself. It was applied to give spaces for them to contribute to the validity of the data since many sources which yielded the same data would support the validity of the data. Those were things related to the collaborators opinions, ideas and comments about the implementation of the DJW. The interviews with the English teachers and also the students of class X3 also showed their thoughts on the actions which were done during the research fulfilled this validity of the research.

#### **2. Outcome Validity**

It is related to the results of the actions applied during the research in the classroom which were expected to be successful. In this research, the processes concerned on the efforts made to improve students' writing skills

using the DJW was successful which indicated the fulfillment of the outcome validity of the research.

### 3. Process Validity

Process validity is a mean to make data about the research which is believable. To get the data, the researcher with the helps of the collaborators needed to monitor the classroom situation during the teaching and learning process by observing it and also made some reflections based on the results of interviews and observations done during the research. It demanded the making of lists and taking notes on the whole situation of the classroom. The research was conducted in two cycles considering the condition given by the school's principal to follow the academic calendar of the school's schedule. Each cycle involved making plans, performing actions and observation, and then conducting reflection. During the research, the data were taken from different resources supported by some evidences such as photographs.

### 4. Dialogic Validity

Dialogic validity means that the stakeholders who are involved could take a part in the process of the research. This research involved the teacher of English as collaborators who also observed the class during the research process. The dialogic validity was obtained from the dialogues with the English teacher in determining plans on actions or techniques in teaching the writing skills.

## 5. Catalytic Validity

Catalytic validity is about how the research is able to make its participants to connect the results with the reality. This was aimed at changing the students' attitudes and perspective on the skills of writing after the implementation of DJW.

Triangulation was used in the research in purposes of avoiding subjectivity and also maintaining trustworthiness in analyzing the data. It was performed by providing genuine data such as field notes, observation checklists, and interview transcripts. The triangulation was applied by performing interviews with the teacher and the students and also observations during the classroom research.

Burns (1997) defines that triangulation as a way of arguing if different methods of examining and investigating data which yield the same results. Those data were considered as valid in that way. There are four kinds of triangulation as proposed by Burns (2009: 97) namely Time Triangulation, Space Triangulation, Investigator Triangulation, and Theoretical Triangulation. However, this research applied only three of them since the research took place in one place only, it could not fulfill the space triangulation. They are:

### a. Investigator Triangulation

There was more than one observer in the same setting to avoid personal bias and to provide checks on the reliability of the observation. Furthermore, Burns (2009: 97) suggests another name of it which is proposed by Denzin (1978) called Researcher triangulation where the data are collected by more

than one researcher. During the research, the English teacher acted as the collaborator who monitored the classroom situation during the classmeeting.

b. Theoretical Triangulation

The data were analyzed from many perspectives based on more than one theoretical review in interpreting the data. Denzin (1987) calls it Theory triangulation as cited by Burns (2009: 97) which suggests that the data are analyzed from more than one theoretical perspective. In this research, the data gathered during the research were developed from the theoretical ideas of the researcher herself compared with the written theories of some eminent experts and the collaborators' observations and reflections.

c. Time Triangulation

The data were collected at different points of time (Denzin, 1987 in Burns (2009: 97). During the research, the interviews were done at the beginning, the middle and the end of the research. The results showed the changes which the students made and the improvements they achieved from time to time.

## **H. Procedure of the Research**

### **1. Determining the Thematic Concern – Reconnaissance**

In the reconnaissance step, the research was focussed on collecting information related to the students' writing abilities especially on recount texts before implementing the DJW to know what the problems they had and the reasons that caused those problems. A preliminary observation and interviews were conducted in purpose to identify the problem from both parties, the students

of grade X3 of SMA IT Abu Bakar Yogyakarta and the English teacher. From those actions, the researcher found some problems related to the students. Those lacked of knowledge in some aspects in writing such as vocabulary, grammar, form, and etc. Based on some interviews on the students' feelings towards the learning process of writing especially on recount texts, it could be drawn a conclusion that their lacking skills and abilities in writing especially recount texts were caused by many factors. They tended to feel desperated as they felt not confident of their indecent knowledge in English. In recount texts as seen by the researcher during observation, the difficulties of understanding the materials such as the generic structure of the text also became another problem since the teacher did not provide appropriate media or input texts for them to fully understand the materials. Moreover, the language features of the text were also things the teacher did not teach them appropriately. It was obvious that they did not get maximal knowledge as they should. Moreover, there were also few activities on tasks or practices where they could do the language themselves to learn. This situation created very little opportunity for them to absorb the language properly and effectively.

Therefore, the researcher examined the use of the DJW which was believed could improve the students' writing skills especially in recount text. To have the students to master writing, they must be given spaces to practice writing as often as possible. They learned writing as a skill which needs an ongoing process where they could find themselves really into it and were accustomed to it. However, in order to make them write, they should be provided by interesting media which

could evoke their willingness and eagerness to write. The DJW which provides flexibility in choosing topics in writing with no strict emphasis on some aspects of writing as DJW which follows the principle of communicative method believes that mistakes are not considered as mistakes as long as the messages can be successfully delivered. This offered the students a writing atmosphere which was low pressure and anxiety.

## 2. Planning

When the problems have been identified successfully, it was the time for considering the plans to be implemented in the field. The feasible ones needed to be determined in order to make progresses on students writing and improvements in quality in teaching and learning process. In planning the actions, the researcher together with the collaborator worked to prepare the techniques, materials and also actions to be performed and also research instruments to collect the data during the research. Those were implemented in order to solve the problems in the class of X3 of SMA IT Abu Bakar Yogyakarta.

## 3. Action and Observation

When the plans were decided after some discussions between the researcher and the collaborators, the actions were performed in the field. They were done in two cycles. Each cycle took two classroom meetings. During the action, the English teacher as the collaborator acted as an observer that monitored the students' behaviors and took notes on everything happened in the class. Based on the results of the observations, the research collaboration could make reflection on the previous actions and determined the actions they would do next.

#### 4. Reflection

After the completion of the action, the research's collaborators met to conduct some reflections. The discussion was to make a conclusion whether the action was done successfully and was proven its effectiveness in improving the teaching and learning process based on the observation's lists and notes and also the interviews. If the actions carried out were successful, the research would continue implementing it with different topics. But if it was proved to be unsuccessful then they would have to decide the other actions that were suitable to solve the problems of the writing class which related to the use of DJW.

The research was investigating whether the use of DJW was able to improve the students' skills in writing by analyzing their texts in the journals on recount texts using the scoring scheme proposed by Anderson on the five aspects of writing namely grammar, vocabulary, mechanics such as punctuation and spelling, fluency, and form which is shown in the following table.

**Table 3:** Scoring Scheme of Writing Suggested by John Anderson in Hughes (2003)

ASPECT	SCORE	DESCRIPTION
Grammar	6.	• Few, (if any) noticeable errors of grammar or word order.
	5.	• Some errors of grammar or word order which do not, however, interfere with comprehension.
	4.	• Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
	3.	• Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
	2.	• Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	1.	• Errors of grammar or word order so severe as to make comprehension virtually impossible.
ASPECT	SCORE	
Vocabulary	6.	• Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
	5.	• Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
	4.	• Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3.	• Limited vocabulary and frequent errors clearly hinder expression of ideas.
	2.	• Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
	1.	• Vocabulary limitations so extreme as to make comprehension virtually impossible.
ASPECT	SCORE	
Mechanics	6.	• Few (if any) noticeable lapses in punctuation or spelling.
	5.	• Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.
	4.	• Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
	3.	• Frequent errors in spelling or punctuation; lead sometimes to obscurity.
	2.	• Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
	1.	• Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
ASPECT	SCORE	
Fluency (style and ease of communication)	6.	• Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
	5.	• Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
	4.	• "Patchy" with some structures or vocabulary items noticeably inappropriate to general style.
	3.	• Structures and vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
	2.	• Communication often impaired by completely inappropriate or misused structures or vocabulary items.
	1.	• A "hotchpotch" of half learned misused structures and vocabulary items rendering communication almost impossible.
ASPECT	SCORE	
Form (organization)	6.	• Highly organized; clear progression of ideas well-linked; like educated native writer.
	5.	• Material well-organized; links could occasionally be clearer but communication not impaired.
	4.	• Some lack of organization; re-reading required for clarification of ideas.
	3.	• Little or no attempt at connectivity, though reader can deduce some organization.
	2.	• Individual ideas may be clear, but very difficult to deduce connection between them.
	1.	• Lack of organization so severe that communication is seriously impaired.



In assessing the students' writing, there were two different independent raters. The first rater was the researcher herself and the second one was the teacher of English in class X3. This was applied to make sure that the democratic validity of the research was fulfilled.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the process of the study conducted in cycle 1 and cycle 2. Each of them consists of planning, actions, observation, and reflection. This chapter also shows the results of the study in quantitative data obtained during the research to support the qualitative data. The details of the process are presented as follows.

#### **A. Reconnaissance**

##### **1. Identification of the Problems**

In identifying the problems of the teaching and learning process in writing skills on recount texts in X3 class of SMA IT Abu Bakar Yogyakarta, the researcher interviewed the English teachers and the students of class X3. Moreover, a preliminary observation was conducted before implementing the actions which were planned by both the researcher and the English teacher who acted as the collaborator. The vignette below is the result of the researcher's observation during the teaching and learning process before the actions of the research were implemented. It describes how the process went through and the activities were conducted by the teacher during the class meeting. It also shows the students' attitudes toward the process of teaching and learning writing skills as well, especially in recount texts. The details are presented as follows.

One of the problems which were found during the preliminary observation was the teacher's way of teaching. The teacher merely gave the students explanation without seeking an assistance of a model text as an input for the

students. The students could not really grab the exact ideas as they did not see the example of its use in a real text. For them, the form of the text which follows a certain generic structure was such a blur. That was why they said in an interview that they could not understand the teacher's explanation. The evidence can be seen from the following vignette and interview transcript.

In explaining the generic structure of the text, **the English teacher did not use any model text at all**, so the students just got a model of brainstorming to form the text which was presented by the teacher on the board starting from orientation, events to re-orientation.

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- P: *Kalo pas ngajar suka pakai ceramah atau diskusi.* ('When the teacher taught, what method she usually used? Was it just by giving explanations or conducting discussions?')
- S25: *Kadang ceramah tapi kadang ya nulis aja kak di papan tu.* (**Sometimes, she gave explanations and also wrote the materials on board**).
- P: *Jadi menurut kalian kegiatannya kurang menarik.* ('Did you think this way of teaching was not interesting?')
- S8: *Ya kurang sih kak. Dan kadang juga gak paham tu.* (**For me, it was inadequately interesting. Moreover, sometimes I did not understand the lesson well**).

Interview 2

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- P: *Kalian biasanya dikasih model teks gak sama guru sebelumnya atau cuma dijelasin aja?* ('Did you usually get any model text of recount from the teacher or did you just get some explanations?').
- S25: *Dijelasin langsung.* (**We only listened directly to explanations**).
- S8: *Iya.* ('Yes, that's right').
- P: *Berarti gak ada model teks gitu?* ('So, there was no model text at all?')
- S25: *Tapi kadang kita cari yang di buku itu.* ('But, sometimes we looked for it ourselves in the course book').
- S8: *Kalau kita gak dapet dari guru dis depan, kita nyatet dari buku.* ('If we did not get any from the teacher, we found it in the course book and wrote it down on our books').
- P: *Hmmm...,(oh, I see).*
- S25: *Suka sering bingung, karena guru kadang gak nulis didepan. Kayak rumus-rumus jadinya bingung.* (**We often felt confused and lost since the teacher sometimes did not write the materials on board such as patterns, so it was confusing**).

Interview 2

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The other inappropriate thing about the teacher's style of teaching was a waste of time used for jokes and trivialities which replaced the important time for intensive learning practices the students should experience. The students, indeed, enjoyed the jokes which made the class more relaxing, but the teacher did not manage it well by determining the use of time wisely to teach the students maximally. It can be seen from the vignette below.

Often, the teacher made jokes in order to make the students keep awake and not feel bored. It was also to make the class room situation more relaxing. However, **too much time was spent on jokes and triviality stuffs.** During the process of teaching and learning, **there were no activities such as doing tasks and practices individually or even discussions in pairs or groups.**  
Fn.04/A/31August2012

During the process of learning in the classroom when the teacher explained the material most of the students were unable to focus. They preferred to chat with their friends and talked about things while some of them were also sleepy. The teacher failed to draw their full attention. Only few of them listened to the teacher with enthusiasm. The students were not ready to get the lesson even when the class had already been started.

The class seemed to be under control at first, but **when the materials were given, most of the students still chatted with the classmates next to them and seemed to be not ready for getting the lesson.** Some of them were sleepy. Only few of them dedicated their attention to the teacher's explanation enthusiastically while most of them were bored.  
Fn.04/A/31August2012

The teacher did not review the previous materials before moving to the next lesson to check the students' understanding. Moreover, during the class, the students were not encouraged to always consult their dictionaries which made their progresses in vocabulary mastery low.

**The English teacher did not review the previous meeting's materials** before starting to move to the next materials. Moreover, **the students were not given chances to get new vocabulary** and they were also not encouraged to always consult their dictionary intensively during the classroom meeting.

Fn.04/A/31August/2012

The abilities of the students' skills in writing could be categorized as low. They lacked knowledge in writing such as grammar, vocabulary, mechanics which include spelling and punctuation. These were as they confessed the reasons why they refused to write in English especially recount texts. They felt that its complicated nature of writing skills frightened them. They did not like to see bad marks on the works they made. That was why they tended to avoid writing in English. The English teacher also told about the difficulties in getting the students to write. It was a hard task which made her hardly come to this. Writing was becoming the most neglected skills compared to the other skills such as speaking, listening, and reading. The following field notes from the observation and the pre-test day show the students difficulties in writing and the reasons behind their unwillingness to write in English.

**The students seemed to be reluctant to write in English. Some students even refuse it as they felt burdened.** The researcher asked why they refused to write and one of them confessed that they had great difficulties in writing English in every genre of texts. One of them added "we did not have decent knowledge on vocabulary and verbs, what can we write?" the other one also argued that they did not have any idea in mind to write on paper at that time.

S5 seemed to face difficulties to start her writing. The researcher came closer to her and asked why she did not start to write yet. **The students told her that she got inadequate knowledge in vocabulary and grammar which caused her to feel confused how to begin her story.** Different from S5, S12 found it hard to write since she did not have any idea at all.

The researcher asked S7 while checking her doing about the difficulties they found in English writing. In she shyly replied **"it was because we did not really understand when we were taught in the class". "Moreover, writing in English is very complicated miss, too much rules to obey. In fact, we also rarely did such kind of writing practices.**

Fn.05/A/7 September2012

The vignette above explained the exact situation of the class where the students' attitudes towards writing were negative. They scarcely did real writing practices where they could experience making efforts to write texts on papers creatively. They felt that the limited knowledge they had, mainly in grammar, was always a problem every time they started to write. The over-corrected assignments where they found many squiggles in red almost always let them down. They realized how bad they were in writing and decided to stop making trials. Their motivation was turned into desperation.

Moreover, based on the researcher witnessing the whole classroom situation during the observation, the students were reluctant to listen to the teacher's explanation. They were busy talking to their friends and some of them were too sleepy to pay any attention. The class did not run effectively as it should be. According to the confession made by the English teacher, the reason why writing was becoming the activity which was regarded as the most unlikely skill to be performed in the classroom for the longest time was because the students also noticed its complexity where the need of having knowledge in grammar, vocabulary, and mechanics such as spelling and punctuation was crucial. As said by the teacher, to get the students to do writing activity was also another time consuming effort. This made the very short class meeting time could not afford to spare adequate time for genuine writing practices. The following vignette shows the proof.

The English teacher honestly confessed that **the skill of writing was the most neglected skill in the class because it was difficult for all students**. She added that asking the students to write in English was very time consuming as **the students tended to be unwilling to write as a consequences of their inadequate knowledge in English** especially in writing. The English teacher said “instead of concerning them, even us, we also found the same difficulties whenever we were to write in English, right?”  
 Fn.03/A/29August2012

Undoubtedly, there was an urge to bring the students into new idea of writing activity that was not frightening and stressing so that they could experience the process that brought them into decent understanding of making good pieces of writing especially on recount texts. From the identification of the problems explained above, there were found several problems occurring during the process of teaching and learning in the classroom faced by both the students and the teacher. The following table showed the identified problems.

**Table 4:** The Field Problems of the Class of X3SMA IT Abu Bakar Yogyakarta.

No.	Problems	Code*
1.	In the beginning of the class when the teacher was about to teach, most of the students were not ready.	S
2.	The teacher did not review the previous meeting materials to check the students' knowledge.	T
3.	During the process of teaching and learning, scarcely, students paid attention to the teacher's explanation and preferred to talk to the friends next to them and chatted about something that had no relation with the lesson. Moreover, some of them also did home works during the class meeting.	S
4.	Often, during the lesson, some of them made jokes and played pranks while the others were sleepy.	S
5.	The students were unenthusiastic to listen to the teacher's explanation and they seemed reluctant to answer every single question asked by the teacher.	S
6.	The teacher made use of huge amount of time on jokes during the class meeting which took the time for explaining the materials. That made the process of teaching and learning get very slow which indicated poor time management.	CM
7.	The teacher only explained the materials such as the generic structure and language features of recount texts without giving a model of text to give students the exact ideas of recount text.	T
8.	The classroom management was poor. Many students acted uncontrollably during the class.	CM
9.	The teacher did not perform tasks and practices related to writing skills during writing class. There were no opportunities to do exercises for the students to really experience the language themselves.	CA
10.	The knowledge and materials on recount texts were incomplete and inadequate to support the students in reaching the target language in mastering recount texts.	M
11.	Many activities were related to speaking, listening, and reading skills which were inappropriate for writing class.	CA
12.	The teacher never checked students' mastery in vocabulary and also did not give them adequate input to add their vocabulary in English especially the irregular verbs which were absolutely needed to be known in order to write recount text.	T
13.	The teacher did not encourage the students to always consult their dictionaries every time they found new words in English.	T
14.	The skill of writing got little attention both from the teacher and the students because of its difficulties.	S, T
15.	The classroom activities were lack of students' involvement and participation.	CA
16.	The interesting teaching media were insufficiently used during the teaching and learning process.	M
17.	The students were discouraged by the squiggles in their writing which were given correction by the teacher showing their bad writing.	S

\*

*S* : Students      *M* : Media      *CA* : Classroom Activities  
*T* : Teacher      *MT* : Materials      *CM* : Classroom Management



In regard of the problems related to the process of teaching and learning writing skills, the problems can be classified into four main points.

- 1) The teacher's style of teaching and beliefs in teaching.
- 2) The students' attitudes towards writing skills.
- 3) Classroom management.
- 4) Students' abilities and competencies in writing skills.

After determining the problems, it was more obvious that the process of teaching and learning writing skills in the class of X3 were absolutely needed to be improved.

The researcher and the English teacher as the collaborator cordially worked together to make plans for future actions which were meant for improving the students' writing skills and overcoming the problems of the field. In addition, the teacher suggested the researcher to follow the class schedule and school calendar while switched on the best in them during the research so they could live up to the expectations. Finally, they decided the actions to solve the problems.

There was also a team teaching mate who acted as the second collaborator that helped controlling the classroom from any possible nuisances. This was aimed to prepare for uncontrollable situations and also to make the process of doing the research run smoothly by reducing any obstacle as few as possible. Moreover, the team mate was also expected to assist taking photographs, notes, recordings and videos which functioned as genuine evidences and proofs in the field.

## 2. Selecting the Problems

Based on the observation in the classroom, the researcher found that the teaching and learning process of writing in class X3 of the first semester in the academic year of 2012/2013 seemed to be monotonous and lacked tasks and practices. There were no spaces for the students to have a real activity of writing. The only technique used by the English teacher was giving explanations and the media used was only the white board where the teacher wrote some important notes.

It failed to attract the students to follow the lesson seriously and paid attention to the explanation. Although it was writing class, there were no activities related to writing at all. The students did not get the important knowledge and practices on the language as they should.

Considering the time, energy, priority and feasibility of the problems to solve, it was difficult to overcome all the problems found in the field. As stated in the beginning of Chapter I, the researcher only focused on improving the students' writing skills through the use of Dialogue Journal writing. Therefore, the list of feasible problems to solve was made according to the results of the preliminary observation and interviews that have been conducted before the research implemented. These problems are formulated and presented as follows:

- 1) The time management was poor since most of the time, the teacher made jokes and told stories which had no relation to the lesson.
- 2) The knowledge given to the students was incomplete and inadequate to facilitate them to do their best in making texts in recount. They were not

encouraged to always add new words in English to improve their vocabulary mastery which is important in writing skills. The students' attitudes towards writing skills were very negative which also influenced their motivation. This was as a result of their lack of knowledge in writing such as grammar, vocabulary and etc.

- 3) There were no tasks, exercises, and practices which became parts of classroom activity where the students could experience and do the language in order to learn.
- 4) There were no spaces for the students to practice the language and built their habit in writing which made them afraid of doing writing stuff.
- 5) The students were discouraged by the squiggles in their writing which were given correction by the teacher showing their bad writing. They felt bad towards it which stopped them to make trials in writing again.

### 3. Determining the Actions to Overcome the Problems

In this research, the use of DJW was mainly aimed at building the students' writing habits. Its flexibility allowed variety of usage and practices depending on the contexts, levels and the needs of the users. It provided free choices for the students to understand and experience writing process. It gave the students opportunities to write whatever they wanted without fear of some aspects in writing especially grammar which often caused them to stop writing. It also provided spaces for the students to write their ideas, thoughts, experiences, and opinions on anything. This could sharpen their sensitivity and empowered their creativity in generating ideas and thinking process. The dialogue which involved

the teacher's parts also creates bond between the teacher and the students. They felt comfortable with each other's company that could yield understanding in their equation which was very useful in the process of teaching and learning inside or outside the classroom.

The students had to be placed on situation where they could do actual and real writing practices which let them to experience the process of creating pieces of works in writing by going through the steps such as planning, drafting, revising, re-writing, and etc. since they could only learn and do their best in mastering writing skills by doing the writing themselves. Their attitudes towards writing could be more positive which built their motivation and confidence in English writing skills.

In order to alleviate and solve the problems of the field, the researcher collaborating with the English teacher proposed some plans on performing the following actions.

- 1) Using the time effectively to deliver the knowledge to the students by determining a good time management.
- 2) Providing the students with complete knowledge related to recount texts such as grammar, vocabulary, mechanics such as spelling and punctuation and etc. and encouraging them to always add new vocabulary as many as possible to enhance their vocabulary mastery.
- 3) Providing the students with exercises and tasks in order to experience the language so they could learn and absorb the knowledge properly and maximally.

- 4) Giving the students opportunities to practice writing by giving them journals where they could conduct written conversations with the researcher in the form of monologue texts on recount called Dialogue Journals writing.
- 5) The students' writings were not corrected by the researcher to help them build their confidence but for the students who wished to know the wrong parts of their writing were provided with corrections. Furthermore to gain their motivation, responses were given in regard to their writing as appreciations which were not judgmental on the students' works.

To implement the actions, the researcher and the collaborators did some preparations and plans in order to make the actions as successful as possible. They are:

- a) Developing the research instrument
- b) Selecting the materials
- c) Selecting the teaching media
- d) Deciding the teaching and learning activities
- e) Preparing the course grid and lesson plans

## **B. Research Process**

In this part, the process of the research is described in details. After being classified into two cycles, the discussions on the report of the first cycle are presented below.

### **I. Report Cycle I**

In the first cycle of the research, the plans were the actions decided by both the researcher and the collaborator to be performed in two days of classroom

meeting. In addition, during the meetings, the researcher collaborating with the English teacher agreed on conducting several important steps presented in the following discussion.

a. Planning

1) First Meeting

- a) The researcher and the collaborator made a plan on re-explaining the generic structure and also the first language feature of recount texts which is the use of proper nouns by comparing its differences from common nouns. This was aimed at giving the students complete knowledge related to recount texts.
- b) The researcher and the collaborator planned to provide the students a model text functioning as the input of language.
- c) The researcher and the collaborator planned to give the students tasks related to the use proper nouns and the generic structure of recount texts which were done individually and in pairs.
- d) The researcher and the collaborator decided to always provide opportunities for the students to enrich their vocabulary mastery.
- e) The researcher and the collaborator planned on using Dialogue Journal writing. The details of its use are as follows.
  - (1) The students were to work individually on their journals.
  - (2) The students with the help of the researcher's guidance were to decide the topic of the texts they were going to write.

- (3) The DJW finished by the students were to be submitted to the teacher to be given responses.
  - (4) The time allotted for the writing of DJW was twenty minutes.
  - (5) The results of students' works would not be corrected or criticized by the researcher. But they were to be responded without being judged to keep students' motivation in writing. For the students who wished to know their mistakes were given corrections.
- f) The researcher planned on providing observation sheets for the English teacher as the collaborator to observe and record the teaching and learning process in the classroom during the research.
  - g) The researcher and the teacher decided to tell the students to pay attention to the aspects of mechanics such as spelling and punctuation in their writing.
- 2) Second Meeting
    - a) The researcher and the collaborator made a plan on reviewing the previous meeting materials by asking some questions related to it.
    - b) The researcher and the collaborator planned to explain the second language feature of recount texts which was the use of simple past tense.
    - c) To give students better knowledge in writing sentences to make recount texts using past tense, the researcher and the collaborator planned to provide the list of irregular verbs 2 for the students.
    - d) The researcher and the collaborator planned to provide a model of recount text functioning as the input of language.

- e) The researcher and the collaborator planned to give the students tasks and exercises related to the use of past tense which were done individually and in pairs.
- f) The researcher and the collaborator planned on using pictures in tasks to make them more interesting for the students.
- g) The same as the plan for the first meeting, the researcher and the collaborator planned on using DJW. The details of its use are as follows:
  - (1) The students were to work individually on their texts.
  - (2) The students with the teacher's guidance were to decide the theme of the text they were going to write in DJW.
  - (3) The DJW finished by the students were to be submitted to the teacher to be given responses.
  - (4) The time allotted for the writing of DJW was fifteen minutes.
  - (5) The results of the students' works would not be corrected or criticized by the researcher. But they were to be responded without being judged to keep the students' motivation in writing.
- h) The researcher provides the observation sheets for the English teacher as the collaborator to observe and record the teaching and learning process in the classroom during the research.
- b. Action and Observation

In cycle I, there were two classroom meetings. In the first meeting, the researcher asked the students about the Generic Structure to check the students' preliminary understanding and after that explained it again to give the students



better understanding. Besides, the researcher also taught about the language feature of recount texts which was the use of proper nouns. In addition, the communicative purposes of recount texts were also informed to the students and also the idea of paying attention to the mechanic aspects such as spelling and punctuation in writing. The researcher asked the students to write their exciting experiences during Junior High school in their Dialogue Journals for twenty minutes after given some tasks to practice the language they learned in the presentation stage.

In the second meeting, after reviewing the previous meeting materials by asking some questions, the researcher continued the class by giving a text as a model of language and explaining the next language feature of recount texts which was the use of past tense. After the first story in each of the students' journals, the researcher founds the students' difficulties in making sentences using simple past tense, so this meeting was focusing on practices for the students to acknowledge it properly. They worked on tasks in pairs and individually. As similar to the first meeting, they did composing the second stories of their own experiences in Dialogue Journals and submitted to the researcher to get responses. From these works, the researcher wanted to see the students' progresses in writing after given knowledge during the classroom meeting. The details of the actions are discussed as follows.

#### 1) First Meeting

The first meeting was held on the 14<sup>th</sup> September 2012. The researcher acted as the classroom teacher and the English teacher' role was as the observer.

Before taking the position as the teacher of the class, the researcher gave the observation checklist to the English teacher. The class was started by asking the students' condition followed by checking their attendance. The students responded that all the students were present. Before entering the main material of the day, the researcher tried to ask questions related to the materials they had learned at the previous meeting to see their preliminary knowledge on recount texts. Some students failed to answer correctly due to their lack of comprehension on the subject. Few of them confessed that they forgot. The researcher then asked what they had learnt before. A student showed her notes related to the materials on recount texts while the rest just told that they were taught only about the generic structure of it. As planned in the lesson plan, to give the students profound knowledge on recount texts since most of them did not understand properly, the researcher decided to re-explain the generic structure of the text. Moreover, the language features of the text were planned to be taught one by one started from the use of proper nouns.

The lesson began with the researcher asking about the students' interesting experiences they got during holidays. Some students kept silent while the rest answered in chaos. The researcher pointed one of them to tell the detail of her story. At first, she was asked about the destination. After that, in order to deliver the students into better understanding of the generic structure of recount texts which was related to telling past experiences, the researcher used a different and simple way by asking some questions about the "where", "when", "who", and "how" of the trip. This was the introduction before the complete events were told

to give background knowledge on the audiences. Then the student was brought to tell the events happening during the trip which was the second pivotal part in recount text. At last, the researcher questioned the student about her feeling and impression of the trip whether she was happy, excited or not, just as similar as the things told in the re-orientation part of recount texts where the impression of the writer was expressed. The student said that it was a fun holiday. The researcher praised her.

The students still seemed to feel strange of the new situation of the class with the researcher acted as the teacher. But the class could be managed under control since the teacher was also there in the class watching their behaviors closely. Soon after that, the researcher gave away a model of recount text functioning as input of language for them to understand the explanation maximally. The researcher asked the students to read the text. Thus, the students were asked to look for the new words they found in the text. The researcher told the meaning of the words when the other students could not help giving the answers.

Next, the researcher together with the students identified the generic structure of the text by comparing to the story told by one of their classmates before which was similar. Furthermore, she also informed the students about the communicative purpose of recount texts which is to tell past experiences or incidents. Most of the students seemed to get better understanding. To make sure, she asked the students whether they had really understood or they still met some confusing parts of the explanation. None of them asked questions so, the lesson

moved forward to the next material which was the use of proper nouns as one of the language features of recount texts. The explanation was given by comparing its use with common nouns which was the opposite of proper nouns. She also told them to always check their dictionaries when they hesitated on the spellings of some words and to pay attention to the punctuation in writing such as placing commas, full stops, and question marks since those are important aspects which give the readers guidance to understand their writing.

The next activity, the students were asked to form pairs with the classmates next to them to have discussion on the first task which had them to arrange jumbled paragraph of a recount text into a good one. After finishing the task, the researcher discussed the correct order together with the students. Moving to the next task, the researcher gave the students questions asking them to decide which words were proper nouns and which words were classified into common nouns on some names of things. In this session, the students were expected to work individually. When they finished doing the task with no difficulties, she commanded them to exchange their works with the classmates next to them to check each answers properly.

In the production stage, she asked the students to write their interesting experiences in Dialogue Journals which had been given to them one by one on the previous meeting after the observation was done. The following is the picture of the DJW books given to the students which have the name of each student on it.



**Picture 2:** Dialogue Journal Writing Books

The students were to decide the topic they preferred to tell for the first story. After a while, it was final that they wanted to tell their exciting experiences during Junior High school days. The researcher warned them again to work by themselves using their own creativity. For the first meeting, they were given 20 minutes to finish their texts. Most of the students were reluctant to write since they hardly did writing activities before. They tried to revolt and refused to do it as their knowledge to write in English could be considered as very inadequate. But finally, when the time was up, they were successful to submit their works although they looked unsatisfied with their writing.

Finally, after making a conclusion of the lesson that day, the class was closed by praying and the researcher promised to give the journals back after giving responses on each of them.

## 2) Second Meeting

The second meeting was held on the 21<sup>st</sup> September 2012. The researcher acted as the classroom teacher and the English teacher' role was as the observer. Similar to the previous meeting after giving the observation checklists to the English teacher, the second class meeting was started by asking the students' condition and checking whether there were students who were absent or not. As

usual, the researcher asked questions related to the previous meeting's material to check their understanding. The students were ordered to give examples of proper nouns and common nouns one by one. Some students could not manage to remember and recall the memory on the subject and asked their classmates to give them clues. But, fortunately most of them were able to give the examples correctly.

After the reviewing session, the researcher began to explain the main lesson of the day which was the second language feature of recount texts that was the use of simple past tense. At first, she asked about their knowledge on the use of simple present tense to tell things happening in the past. Some of the students though did not really master the exact use of it told that they had known it. Few of them were silent indicating their lacking knowledge on it while the rest of them said that they knew it but did not really know how to use it. Then, she showed them the pattern of simple past tense in verbal sentence first and wrote it on board followed by some examples while the students were busy taking notes.

After checking the students' understanding, she asked some of them to make sentences similar to the examples she gave before. One of them said "I went to my grandmother's house yesterday". Since she could form the sentence correctly, the researcher praised her and told that she did a great job. This way was believed could increase the student motivation to learn. They also seemed to be happy when they got some appreciations from the researcher. The next one explained to the students was the pattern of simple past tense in nominal sentence. After given examples and explanation, the students were asked to make other

sentences in this form, just as the same as what they did before.

The researcher found that the students did not face considerable difficulties and then continued explaining about the differences between regular and irregular verbs. Some of the students knew about their differences but since they did not have any reference on them while at the same time they did not know how to decide which words are parts of regular or irregular verbs while the rest did not really know about it. The explanation was proposed by comparing the two of them where the regular verbs had a pattern of adding –ed following the last part of a word and the irregular one which did not own exact pattern that absolutely needed the students to memorize each of them. The students looked flustered as it would be difficult to memorize all words. The researcher gave the students the lists of irregular verbs and suggested them to memorize them slowly by using them in sentences until they were able to remember all of them. The students were satisfied since they got references which were pivotal to them in order to make good sentences in past tense which also made them be able to express their ideas in recount texts. They started to enthusiastically look for the meaning of each word in the list in their dictionaries.

Before moving to the next part, the researcher gave the students time to ask questions for the difficulties they found related to recount texts which had been explained before. They told the researcher that they had understood and then for the next activity, the researcher gave them a new text as the model and the input text for the second meeting. The theme was “Lebaran Day” which they had a month ago. After ordering the students to read the text, the researcher asked the

students to find new words they noticed in the texts and told them the meaning.

For the next stage, the students were ordered to form pairs with the one next to them and discussed the task which had them to identify the generic structure of recount text and also to find the proper nouns in it. After that the students were asked to mention the verbs in past tenses they found in the texts and also to tell the origin of the words in present tenses. The activity was followed by a task to change words in verb 1 into verb 2 by the assistance of the list they had in hands. After discussing together, they moved to the next task where they could work in pairs to make sentences based on pictures given to them. The researcher checked each pair's work and gave additional explanation needed. The last task was done individually in which the students had to change sentences in simple present tense into simple past tense. Compared to the first meeting where they were not familiar with doing many tasks and practices, the second day they seemed to have accustomed themselves to the practices and did the tasks enthusiastically. Although some of them refused to put efforts in completing the tasks but most of them were able to do their best in doing it.

The last session was to write their experiences during Ied days in their journals. After fifteen minutes, the students were asked to submit the journals. The researcher asked whether they had read the responses she gave. They replied that they read them although they found difficulties in finding the meaning of each word and in order to understand what the researcher said about their writings. They liked the way their writing were appreciated and were eager to read other responses on their next writings. After concluding the lesson, the researcher ended



the class by praying and saying good bye after promising to give back the journals as soon as possible.

c. Reflection

In this cycle, the researcher and the collaborator found that they were successful in making considerably positive change in their writing in DJW and also in their performances during classroom activities. The students' attitudes towards writing also changed. It could be seen from their positive behaviors during the meeting. The following field note shows the situation of the class.

**The students seemed very happy to get a list of irregular verbs** which functioned as a useful guidance for them. Some of them began to try finding the meaning of each word in the list enthusiastically when the other preferred to ask the researcher the meaning of some words they did not know.  
Fn.08/A/21September2012

Compared to the first meeting in the first cycle, in the second day, the students looked to be more accustomed themselves to the tasks and became more eager to do them. Although some of them were still reluctant to do any kind of task but most of them were eager to make efforts to learn so they could get more knowledge. For instance, when the researcher asked them to discuss the answers of a task together, they could answer all the questions correctly with no difficulties.

The condition slightly changed after the use of DJW. The equation between the researcher and the students was also getting better and closer since they kept reading each other's experiences and thoughts which created positive bond between them.

From the students' works, the researcher noticed the students' weakness in a certain aspect of writing such as in grammar, vocabulary, mechanics and etc. It told the researcher to determine on more helps each student needed. Many students failed to form good sentences using past tense. In the following interview, some students showed their difficulties in writing recount texts.

- 
- P:* *Kesulitan apa sih yang kalian temui dalam menulis teks recount?* ('What were difficulties that you still found in the process of making recount texts?')
- S11:* *Kalau misalnya kayak past tense gitu. Kadang gak pas gitu lo.* (**For the example in forming past tenses, we still failed to make correct sentences**).
- S14:* *Apa ya? Sama sih, soalnya kan belum apal past-tense nya tu kayak apa gitu.* ('Err, what it is? yeah, actually it is the same as hers. **The problem is we do not know the verb 2 of each word**').
- 
- Interview 8

However, according to the results of the observations done during the research, the researcher did not meet any considerable difficulties in delivering the materials on recount text to the students in general.

In the first meeting, the students still felt confused of the generic structure of the text. They did not know the differences among the three elements in recount texts namely orientation, events and re-orientation. Then, the researcher tried to explain it in more simple way by giving an example of how they usually told stories in everyday life. The students seemed to have better understanding. Furthermore, after giving a model text to the students, the researcher asked about the kind of nouns they had in recount texts which were proper nouns. But all students did not recognize it at all. That was why their writings in pre-test on names of people and places were not in capital letters. After explaining the materials and immediately giving the chances to practice, the researcher asked them to write their past experiences in DJW which were in the form of recount

texts and waited to see whether they could make some improvements in their writing and found out each student's weaknesses from it so she could plan for the better in the future. In addition, the use of DJW was also to build the students' habits in writing right away.

In the second meeting, after reading the students' journals and giving responses by telling them the researcher's opinion, thought, feeling about their writing with no judgmental comments and criticisms, and sharing her experiences with the students, the researcher found that students were in general still poor in grammar especially in forming sentences in simple past tense which was substantial in recount texts. As planned before, the second day of the research was the time to get closer to having good understanding on past tenses. The researcher attempted the goal by giving intensive task activities and practices on the uses of past tense in sentences. She also explained about regular and irregular verbs and their differences. Moreover, the students were also handed with lists of irregular verbs 2 so they could add new words into their vocabulary mastery. As the same as the previous meeting, the students were to write stories based on their personal experiences to practice the language they had learnt in DJW.

In conclusion, after two classroom meetings, the researcher found that the students' attitudes toward writing were slightly changed. Although, there were some students who felt the burden of writing their stories in English on DJW, but they also made significant improvements which they were also aware of.

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- P:* Kalau menurut kamu ada gak kemajuan yang kamu rasain selama dua kali pertemuan ini menulis pengalaman dalam DJW? ('do you feel that there is any improvement in your ability in writing after writing your experiences in DJW in two days of classroom meeting').
- S9:* Ya kerasa lah. Jadi lumayan dikit aja sih gampang gitu dari pada yang dulu-dulu sama sekali gak mudheng. Kayak bikin kalimatnya atau yang kemarin miss bilang soal titik, komanya harus diperhatiin. Apa lagi ya? ('of course I do. **It is a little bit better than before when I did not really understand at all.** For example, in making sentences or just like what you have told us before to pay attention in punctuation such as commas and full stops').
- P:* Kalau masalah generic structure dari text udah gak ada masalah ya? (How about the generic structure of recount texts, Is there any difficulty?)
- S9:* Gak ada sih. Cuman ya grammar kayak past tense udah mulai paham tapi kadang masih susah. (No, only **the grammar aspect such as in past tense which I understand now but still find it difficult**).

Interview 7

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After reading the students' second texts, the researcher found that the students were able to make some progresses and improvements in some aspects in writing between the first and the second text in the first cycle. The students made some decent progresses in the aspects of vocabulary and form in writing while they could manage to make significant improvements in the aspects of fluency and mechanics too. In grammar, they were also able to make some progresses. The obvious changes between the process of teaching and learning writing skills on recount texts before and after the implementation of cycle 1 can be seen from the comparison of both presented below.

**Table 5:** The Comparison between before and after the Implementation of the Research

No	Before the Implementation	After the Implementation
1.	The teacher could not manage the time properly and spent too much time on jokes and trivialities that had no connection with the materials.	The time management was controlled properly to give the students opportunity to learn the language maximally. The students got the chances to focus on the lesson and could understand it better.
2.	The teacher did not provide the students with exercises and tasks to absorb the knowledge well.	The students were given tasks and exercises after the explanation was provided so they could have immediate practices to understand them better. They seemed to have better comprehension on the materials since they did the language themselves.
3.	The teacher did not give the students spaces to have real writing practices to build their writing habits which could hugely help them master the skills in writing. They were not accustomed to write which created negative attitudes towards it.	The students were given spaces to have the experience of real writing activity in Dialogue Journal writing where they could write their past experiences without being afraid of making mistakes as a consequence of their lacking knowledge in some aspects in writing skills. The students built their writing habits through this which resulted good impacts on their writings.
4.	The knowledge delivered to the students was inadequate to facilitate them in order to reach the target language. The students were also not encouraged to enrich their vocabulary mastery.	The student were given complete knowledge and materials taken from several sources on recount texts such as explaining grammar, enriching the students' vocabulary, These efforts were successful to give some considerable improvements on the students' skills in writing English especially on recount texts seen from the results of their first and second texts in DJW which consistently made progresses in each meeting.
5.	The students were not motivated by the activities conducted in the classroom. They tend to be bored by the monotonous way of teaching.	After conducting interviews in cycle 1 with both the teacher and the students, it was found that the students were not fully motivated the activities done in the classroom where they always did tasks and practices. It was suggested by the teacher and the students to have games to make the atmosphere of the class more relaxing which could yield better situation for the students to learn.

To fulfill the requirement of the democratic validity, the researcher also did some interview sessions with the students and the English teacher who acted as the observer of the class and the collaborator of the research.

## 2. Report of Cycle II

Similar to the first cycle, the second one also took two class meetings. To achieve the purpose of improving the process of teaching and learning writing skills on recount texts using DJW, the researcher with the help of the collaborator tried to make better plans for the actions which would be performed in the second cycle. After some discussion, several steps were determined. The field notes and observation checklists were also prepared for this cycle as they did in the previous one.

### a. Planning

The details of plans in cycle 2 are presented below.

#### 1) The Third Meeting

- a) The researcher and the collaborator planned to empower more control on the students' behavior during class meeting and made the class more effective.
- b) The researcher and the collaborator planned to continue the explanation on several language features of recount texts to give the students detail and complete knowledge on recount text in order to be able to make good writing.
- c) The researcher and the collaborator planned to perform some games during class meeting to enhance students' motivation and involvement.

- d) The researcher and the collaborator planned to continue giving tasks and exercises after explaining materials for the students to apply the knowledge.
  - e) The researcher and the collaborator planned to encourage the students to always consult their dictionaries when they met new words in English so that they could have better vocabulary mastery.
  - f) The researcher and the collaborator planned to give the students a model text of recount in the form of letter.
  - g) The researcher and the collaborator planned to continue the use of DJW.
  - h) The researcher and the collaborator planned to continue using field notes and observation checklists during the class meeting to record the details of teaching and learning process.
- 2) The Fourth Meeting
- a) The researcher and the collaborator planned to give a model text of recount in the form of eyewitness account.
  - b) The researcher and the collaborator planned to give explanation about the next language feature of recount text which was the use of time connectors and also gave them some examples of it.
  - c) The researcher and the collaborator planned to give tasks and exercises related to the use of time connectors in recount texts.
  - d) The researcher and the collaborator planned to divide the students into five groups to discuss and write a recount text.

- e) The researcher and the collaborator planned to give opportunity for the students to ask questions related to the knowledge on recount texts which they still found difficult to be understood.

b. Action and Observation

In the second cycle, there were two classroom meetings similar to what had been done in the first cycle. During this cycle, the researcher continued giving tasks and practices for the students to experience the language by themselves. Furthermore, the field notes and observation checklists were still used during the meetings to monitor the whole activities in the classroom. The students also wrote their experiences in DJW but only in the third meeting as the last day of the research used to re-explain things related to recount texts that still remained difficult for the students and made sure they understood all those unclear parts.

1) Third Meeting

The third meeting was held on Friday, the 28<sup>th</sup> September 2012. The class was started by greeting the students and asking about their condition. After that, the researcher checked their attendance which was followed by reviewing the materials they had in the previous meeting. The students were able to answer all the questions and satisfied the researcher. The main lesson of the day was begun by giving them a new text for them to have a proper model and example of recount text. The third text was a recount text in the form of letter. The teacher gave additional explanation that recount texts have many forms beside what they knew before. A letter like what they had in hand telling an experience in the past to the one who would accept and read is also categorized as recount texts. The



students started to read the text in glance and got what the researcher had explained. After being asked to read the text, the students were ordered to mention the meaning of some words the researcher mentioned from the text to check the students' vocabulary mastery. If they could not answer, the researcher suggested them to consult their dictionaries.

For the next session, the researcher invited the students to identify some adjectives and adverbs found in the text. Then, she asked whether they were familiar with those words and whether they knew about what adjectives and adverbs are. A couple of students recognized those terms and told the researcher what those are. Thus, the researcher explained in details what they are. In addition, the students were also provided by some examples of its uses in sentences. The researcher also gave them ideas about how important their uses in a sentence to give exact expression of felling or characteristic of something for the audience to fully understand what were the text about. Those are also pivotal parts in recount texts since telling the readers about a certain experience unknown to them needed to be very clear and complete in order to give them exact depiction so they could understand the real situation. These aspects also make a story more interesting and worth reading.

After checking the students' understanding, the researcher asked the students to make sentences about the classmates next to them by telling about their characteristics, appearances or feelings using adjectives. The students seemed to find it very funny to tell about their opinions on their close friends. When the researcher asked one by one about the sentences they made, they were

enthusiastically answering. S4 said something like “Dea is very beautiful and she is so talkative”. Unconsciously they told their mates about their opinion on them which were flattering or annoying, but they had a great deal of fun.

After finishing the practice of using adjectives which was deemed to be successful, the students were divided into two groups. The researcher told them that they would play a game called “Acting Adverb”. In here, the researcher firstly asked the students to mention some verbs and then wrote them on board. After that she wanted them to mention some adjectives which were also to be written on it next to the verbs. The researcher explained before that adverb could be formed from adjectives by adding –ly to precede the verbs. The students then were asked to do the same to the words on board. If one group could make a good sentence the other team had to send their representatives to act it out properly. The students were happy with the idea and were eager to start it soon. Before starting the game, the researcher told them to give a name to their group. They looked very busy to choose a funny name for their group and they were in chaos at the moment. They finally decided to choose the name “crazy” and “sweet” groups. It could be seen obviously that the students were getting closer to the researcher. They seemed to like her company after knowing each other deeply through the use of DJW and also their relation in the class. After deciding which group would start first, the representative of the group came at the front of the class to say the sentence by adding the name of a student from the rival group to act it out. She said “Afifah is swimming beautifully”. The student whose name was called had to do it in the front of the class. Although she was embarrassed and also refused to act at first as

she wondered how anyone could swim beautifully, at last could act it properly and got applause from her classmates. Most of the students enjoyed laughing to see their friends' acts. The game was continued until all the words on board were used.

After that the researcher gave a task to the students to work in pair discussing how to complete the missing parts of a recount text with the words provided in a table. When they finished, the answers were discussed together.

The next activity was used to write their experiences in DJW for 15 minutes. They decided to tell about their unforgettable birthday stories. As usual, before the class ended they submitted the journals to get responses from the researcher. After concluding the lesson of the day, the researcher ended the class and said goodbye.

## 2) The Fourth Meeting

The fourth meeting was held on Friday, the 5<sup>th</sup> October 2012. The researcher began the class by greeting and asking the students' condition. The English teacher as usual sat in the corner of the class observing the whole situation of the process of teaching and learning. After checking the students' attendance, the researcher gave some pertinent questions to the previous meeting's materials to check the students' understanding. Soon after that, the researcher gave them a recount text in the form of eyewitness account. The students were asked to read it at a glance. After asking the students about the meaning of some words in the text to check their vocabulary mastery, the researcher told them about this kind of recount text which is used to tell incidents or phenomena that

they had seen in their life.

After that, the students were invited to identify some time connectors in the text and were asked whether they knew about its uses. Few of them noticed while the other seemed to recognize but did not really understand their uses. The researcher explained about how important these words are in a recount text as they tell about the exact order of the events. After writing some examples on the board, she asked the students to write them down on their books.

The researcher then welcomed the students to ask anything they wanted to know related to the materials on recount text and to tell whether they still had difficulties in understanding the material she gave starting from the first meeting until that day. The last day was planned to give the students opportunity to ask anything they did not understand so that they could have full knowledge and understanding on making good recount texts. Some students asked the researcher questions related to recount text with curiosity while the other tended to just listen to the explanation of what the others asked and did not tell their own difficulties.

Moving to the next session, the researcher divided the students into five groups where each group consisted of five students. Here, they were ordered to work in group to make a good piece of recount text. The rule had them to write in turn and the order was decided by them. One had to write the orientation part, the other had to compose the first event. While the third student got the second event, the fourth one got the re-orientation part and the last student was in charge to revise the text as a whole. They were given time until the class ended. The researcher promised them a reward for the best team work with the best story.

This was aimed to enhance their motivation and to see how well they worked as a team.



**Picture 4:** The Students Worked in Group of Five Completing a Recount Text

When the time was up, the students were ordered to submit the results and the class was closed by praying. Before leaving the class and saying goodbye, the researcher told them that the announcement of the winner would be announced next week at the day of performing the post-test.

#### c. Reflection

In cycle 2, the researcher found no difficulties in asking the students' to write. Very few of them felt bored to write but most of them still enjoyed the process of writing. However, fortunately the efforts of improving the classroom teaching and learning process met no serious problems and obstacles. The students seemed to accustom themselves very well in building their own writing habits. They realized that they made some improvements and progresses during the activity of writing their experiences in DJW and were willing to continue making efforts to get more improvements in writing skills. On some interviews, they admitted that the use of DJW really helped them in writing.

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- P:* Jadi lebih bagus sentence organizationnya gitu ya. Kalau menurut kalian penggunaan DJW ini membantu gak dalam menulis teks recount? ('So, the organizations of the sentences are getting better, right? Do you think that the use of DJW is helping you in writing recount text?')
- S3:* Membantu lah. Jadi lebih gampang nulisnya karena udah terbiasa jadi lebih gampang. (**'Of course, it is easier for me now to write as I am accustomed to do it'.**)
- P:* Kamu? ('And you?')
- S1:* Sama. ('It's the same as her'.)
- P:* Jadi ngrasa lebih lancar gitu gak? Tulisan jadi lebih panjang, lebih ringan nulisnya. ('So, are you becoming more fluent in writing? Is your writing getting longer and the flow of you writing is getting more rapid'.)
- S3:* Hooh, lebih lancar tapi kalau panjangnya sih tergantung mood aja. Kalau inspirasinya lagi bagus ya dapat panjang tapi kalau gak ya pendek. (**'Yeah, I feel more fluent but the length of my writing depends on my mood. When I could get good inspiration, I could write longer texts but if I could not, it was usually short'.**)
- P:* Kalau rizki sama gak. ('How about you Rizki?')
- S3:* Yak kan pertamanya emang pendek-pendek. Kalau biasa ya bisa sih tambah lancar. (**'In the beginning, my writing was short. But when I am accustomed myself with it, I can write fluently'.**)

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Interview 13

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Compared to the days when they did not get opportunity to practice writing, they were more confident to write in English, especially in the form of recount texts. They said that the recursive nature of DJW made them be able to express their ideas fluently and confidently with no considerable problems. In the second cycle, their writings were totally improved seen from the aspects of writing skills such as grammar, vocabulary, mechanics, fluency, and organization of their stories. The use of simple past tenses was getting consistent day by day as they got the lists of irregular verbs which were useful for them. They also used variety in the vocabulary aspect since they got many opportunities to add new words during the research meetings. The flow of their writing immensely got very rapid. The fluency was attained since they felt free to write without thinking of the errors and mistakes and the boundary was invisible for them. Nothing could stop

their ideas to be expressed on papers which also enhanced their critical and creative thinking. The evidences from interview transcript are presented as follows.

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- P: *Kemarin setelah menyelesaikan penilaian untuk hasil pre-test dan post-test sebagai rater kedua, apakah ustadzah bisa melihat perbandingan antara keduanya. Dan apakah ustadzah menemukan perbaikan yang cukup memuaskan?* ('After finishing the process of rating the students' scores from the results of pre-test and post-test as you are the second rater, did you see that the comparison of both shows some significant improvements and progresses?')
- GBI: *Iya saya menemukan kemajuan yang cukup significant dalam tulisan anak mengenai teks recount dimana mereka menceritakan pengalaman pribadi mereka ya.* (**'Yes, I found some improvements which can be considered significant in the students' writing on recount texts where they could tell about their personal experiences'**).
- P: *Kalau mengenai penggunaan DJW selama ini bagaimana ust?* ('what do you think about the use of DJW during the research, ma'am?')
- GBI: *Penggunaan DJW ini menurut saya benar-benar bisa meningkatkan kemampuan siswa dalam bahasa inggris, terutama khususnya di skill writing untuk yang kemarin recount texts ya.* (**'The use of DJW for me was a very effective to improve students skills in English, especially in English writing on recount texts'**).
- GBI: *Kemarin mbak arin kan juga memberikan respon yang bisa jadi masukan yang bagus untuk anak-anak. Memang butuh komitmen untuk memberikan respon seperti itu karena tiap siswa memiliki respon yang berbeda-beda. Jadi ada apresiasi sehingga mereka termotivasi gitu mbak.* ('During the use of it, you also gave responses which could be good inputs for the students. it, indeed, needed **the teacher to devote great commitment to write different responses for each student. So that they could get appreciation, thus they were motivated**').

Interview 9

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- P: *Kalian ngerasa gak kalo penggunaan dialogue journal ini meningkatkan kemampuan menulis kalian. Terutama dalam menulis teks recount.* ('Do you feel that the use of DJW improves you writing ability?')
- S24: *Iya..iya, biasanya kan jarang-jarang nulisnya. Jadi masih banyak yang salah gitu-gitunya. Setelah sering nulis jadi tahu. Tambah lebih bagus terus diberi respon juga kan mengenai tulisannya. Jadi ya lumayan.* (**'Of course, we rarely wrote before so, there were lots of mistakes. Now, my writing is better, and I get responses too about my writing. So, it's getting improved'**).
- P: *Kalau rani?* ('How about you Rani?')
- S23: *Iya iya, grammarnya makin baik makanya makin rajin ngarang.* (**'Yeah, my grammar is getting better. I increasingly come to the practice of writing too'**).

Interview 11

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- P: Kalian ngerasa gak kalo penggunaan *dialogue journal* ini meningkatkan kemampuan menulis kalian. Terutama dalam menulis teks *recount*. ('Do you feel any improvements in your ability to write after the use of DJW?')
- S11: Iya..iya, soalnya.... Tadi gimana mbak pertanyaannya, hehehe. ('Yes, yes, it's because...err, sorry miss, what was the question?')
- P: Hahaha.
- S11: Iya jadi kalau misalnyakita ngarang-ngarang jadi bagus gitu-gitu. (**'Yeah, when we write now, the writing is better than before'**).
- P: Kalau menurut ayu? ('How about you Ayu?')
- S12: Kita jadi sering buka kamus jadi lebih banyak kosa katanya juga. (**'Now, we often consult our dictionaries. that is why we also get many new words in English'**).
- P: Kalau menurut kalian jadi lebih lancar berarti nulisnya? ('Do you feel that your fluency in writing is also improved?')
- S11: Ya lumayan lah sedikit- sedikit lama-lama jadi bukit. (**'Yes, we make decent improvement although it is just little'**).
- Interview 12
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- P: Kalian ngrasa gak kalau kemampuan menulis kalian tu meningkat setelah penggunaan DJW? ('Do you think that your ability in writing was improved after the use of DJW?')
- S21: Iya, kita semakin lebih tahu yang lebih baik kayak gimana. Terus kita juga bisa semakin memperbaiki kalau sebelumnya gak bisa, sekarang semakin lebih bisa. (**'Yes, we got the knowledge about how to make a good writing. Furthermore, we also can make some improvements on things we did not know how to do it properly before. Now, we are getting better'**).
- S20: Terutama kata-kata nya itu lo kak. ('Especially, in organizing the words into good sentences miss').
- S21: Iya, penyusunan kata. ('Yes, the sentence organization').
- S25: Grammarsnya lebih mudah. (**'It is also getting easier'**).
- P: Owh gitu. Vocabnya nambah ya berarti. ('Oh, I see. your vocabulary are also increased, right?')
- S20: Nambah banget.('yes, absolutely').
- S25: Jadi kita lebih lancar nulisnya. (**'So, we can write fluently'**).
- Interview 14
- 

The activities in the class during this cycle which were meant for adding new knowledge to the students and also exercises and tasks for the students to actually experience the language they just learned also gave huge contribution to the success of the teaching and learning process in writing skills on recount texts. During the use of DJW, the students wrote their past experiences including their



feelings, thoughts and ideas in their lives. They were given 15 minutes to write before the class ended. The researcher told them to feel free to write because their writing would not be given marks. The researcher always asked the students to discuss the topic they wanted to talk about and decided it together. The students were also allowed to ask questions in the DJW. As a consequence, the students found that the writing activities could be very enjoying. They confessed their positive opinions and attitudes towards DJW in the interview transcripts below.

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- P: *Apa sih pendapat kalian mengenai penggunaan DJW?* ('What is your opinion on the use Dialogue Journal writing?')
- S24: *Hum,,apa ya?* ('Err...')
- S24: *Ya biar tambah pengalaman bikin teks gitu. Tambah tahu verb yang buat past tense. Trus tambah ngerti tentang recount itu apa. Trus apa ya?. Ya pokoknya biar tambah lancar lah nulis-nulisnya. Banyak kosa kata nambah. (**We can have more experiences in writing texts. We know some verbs in past tense. Moreover, we have better knowledge of recount text. And what is it? In conclusion, we can write fluently and the vocabulary we know increases**)*.
- Interview 11
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- P: *Oke langsung ke pertanyaan pertama ya. Apa sih pendapat kalian mengenai penggunaan DJW?* ('Okay, start from the first question. What is your opinion on the use of Dialogue Journal writing?')
- S11: *Aku? Hmmm, itu biar tambah ngerti terus gitu ntar buat kata-katanya jadi lebih bagus gitu. Ya gitu-gitu. (**Me? err..., I feel that I get better understanding and also knowledge to form better sentences and the like**)*.
- S12: *Kalau aku jadi lebih pintar gitu loh nulis kata-katanya. (**For me, I'm getting better in making sentences**)*.
- Interview 12
- 

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- P: *Apa sih kemajuan yang kalian rasakan selama menggunakan DJW didalam proses belajar recount texts.* ('What are progresses you felt during the use of DJW in the process of learning recount texts?')
- S3: *Ngrasa banget. Ya kemarin kan masih susah gitu masih nanya-nanya temen. Kalau sekarang dikit-dikit lah Tanya nya gak kayak dulu. Gampang nyusun kata-katanya gitu. (**I really did feel it. Before, I felt it very difficult so I often asked my friends. But now, I feel slightly improved as I do not ask friends as often as before. It is easier to form sentences**)*.
- P: *Kalau riski gimana?* ('What about you, Riski?')
- S1: *Ya lumayan sih. Kan biasanya gak tahu verb nya. Tapi sekarang lebih tahu verb-verbnya nyusunnya dalam kalimat gimana. (**I think it gave me decent***

**progresses as before I did not know some verbs in past tense which I know now and I know how to arrange them correctly in sentences’).**

*P:* *Jadi lebih bagus sentence organizationnya gitu ya. Kalau menurut kalian penggunaan DJW ini membantu gak dalam menulis teks recount? (‘So the sentence organization is improved, right? Do you think the use of DJW was helping you in writing recount texts?’)*

*S3:* *Membantu lah. Jadi lebih gampang nulisnya karena udah terbiasa jadi lebih gampang. (‘Yeah, of course. As we were accustomed to write, it was easier for us’).*

*S1:* *Penasaran. Ya dikit-dikit bisa tau lah kosa katanya yang belum tahu. Biasanya gak tahu verb-verbnya. Terus nulisnya tu bisa lebih baik lagi. Awalnya kan masih bingung mana yang orientation, mana events, reorientation. Sekarang udah lumayan bisa. (‘I got curious. Yeah...little by little we always got new words we did not know before, usually the verbs in past tense. Then my writing is getting better. At first I was confused of which one is orientation, events, and re-orientation. For now, I do understand to differentiate them better’).*

*P:* *Kalau lia? (‘For you lia?’)*

*S3:* *Iya lebih gampang lebih tahu gak kayak kemarin susah dan bingung kan. Kayak gini udah berkali-kali berulang-ulang jadi udah gak bingung lagi. (‘Yeah, it is easier now. Before, I thought it was difficult and confusing. Since it has been done many times recursively so, I’m not confused anymore’).*

Interview 13

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*P:* *Sehubungan dengan penggunaan DJW dikelas kalian selama ini. Gimana sih pendapat kalian mengenai penggunaan DJW? Mulai dari cici. (‘Related to the use of DJW in the class, what is your opinion on its use?’)*

*S21:* *Ya bisa lebih membantu dalam membuat mislanya karangan recount, ya pakek past-tense kayak-kayak gitu lah kak. (‘Yeah, it helps me more in making composition on recount texts such as the use of past tenses’).*

*P:* *Indah? (‘You, indah?’)*

*S25:* *Biar supaya bisa, apa ya kak, kalo dulu tu kan belum bisa. (‘It makes me more capable in writing as before I could not really write’).*

Interview 14

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The researcher collected the journals to be given responses. In giving responses to the students’ writing, the researcher was forbidden to give any kind of corrections but to encourage the students by giving clues on what parts of the writing needed to be given attention. This was to avoid the students’ feelings of embarrassment after seeing their works which were full of red marks. The only feedback was from the researcher’ responses which contained the ideas of what

lacked in their writing and also the researcher' writing herself could function as models of text for them. However, in a certain occasion when the students demanded to have corrections on their writing to know the exact mistakes they made, the researcher was allowed to give correction as they wished.

Moreover, the researcher could also share her experiences and feelings to the students. This made the relation between them became closer which was beneficial for the process of teaching and learning inside or outside the classroom. They were also curious of the responses they would get from the researcher every time they got their journals back. They tried to always consult their dictionaries in order to get what the researcher wrote as replies to their stories or questions. It is shown in the following interview transcripts.

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- P: *Kalau mengenai respon yang diberikan untuk tiap dialogue journal yang kalian tulis?* ('What is your opinion on the responses which were given to every story you write in DJW?')
- S24: *Lumayan jadi tambah ada perbaikan.* (**'I got a decent improvement'**).
- S23: *Ho oh, ada sarannya. Tapi kadang aku juga gak ngerti sih mbak.* ('I think so, because there are suggestions on my writing. But sometimes I did not get the meaning of it miss').
- P: *Kalau gak tahu vocab pasti dicek di kamus kan?* ('If you did not know some new vocabulary in it, **did you usually consult your dictionary?**')
- S24: *Ya iya lah.* (**'Yes, absolutely'**).
- Interview 11
- 

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- P: *Gimana sih pendapat kamu mengenai pemberian respon pada tiap dialogue journal yang kamu tulis.* ('What is **your opinion on the responses which are given to every story you write in DJW?**')
- S9: *Suka. Suka sih.* ('Love it. Yeah I do like it').
- P: *Pasti dibacakan? Kalau gak tahu artinya cari di kamus to?* ('You always read them, right? When you did not get the meaning, did you usually consult your dictionary?')
- S9: *Ya dibaca lah kak. Masa gak dibaca. Aku tahu kok, belum pernah sholat di lapangan to sampean, di masjid terus. Ya kalo gak tahu ya buka kamus lah.* (**'Of course, I read them for sure.** I knew that you told me that you never prayed in a field but in a mosque every Eid day. **If I did not get it I looked up the meaning of some vocabulary in my dictionary'**)
- Interview 10
-

The researcher did not find any considerable difficulties faced by the students' in the second cycle. Although the point of using DJW was to promote students' fluency in writing which is one of the pivotal goals of writing skills, but it was surprisingly found that the other aspects of writing such as grammar, vocabulary, mechanics, and organization were also improved. The use of DJW to build the students' writing habits really gave spaces for the students to practice the process of writing like what Harmer (2004) proposes in his book (see Harmer's model of writing process). The following interview transcripts show their enthusiasm towards the use of DJW.

- 
- P: *Kamu merasa terbantu gak dengan penggunaan DJW, Estha?* ('Do you think that you were helped by the use of DJW, Estha?')
- S14: *Kalau aku kayakna terbantu banget. Soalnya kan dulu jarang banget yang namanya nulis. Jadinya sekarang kan suruh nulis terus. Terus sekarang lebih ngerti kata yang bener tu kayak apa. Kayak gitu.* (**I was really helped. Before, I hardly practiced writing in English. Now, as I am always asked to write, I have better knowledge on how to form a good sentence**).
- Interview 14
- 

The implementation of the actions and also the use of DJW in cycle 2 contributed significant improvements compared to the previous cycle. The students produced better pieces of writing in recount texts compared to their writing before the implementation. The following is a comparison of a student's texts before and after the implementation representing the class of X3 that shows the improvements made after the use of Dialogue Journal writing.

**Table 6:** The Comparison of Student's Writings before and after the Implementation of the Research

<b>The Result of Student's Journal before the Implementation.</b>	<b>The Result of Student's Journal after the Implementation.</b>
<p>The holiday that I like. When I went to WBL at 06.00 o'clock. In the trip we throught a forest and sea. It so beautiful. We arrived in WBL at 08.00 o'clock. When we waited to get a ticket we ate behind a car together. After we ate we get a ticket, we entered. In there we queue up.</p> <p>The queue is very long, because this day is holiday. We finished played at 03.00 o'clock. We prepared back home. But, before we back home we buyed some souvenir. At three past half we back home.</p> <p>In the trip to back home, we also rested to buyed dawet ice. Hmm, yummy.... After that, we continued the trip at 18.00 o'clock. Finally, we cleaned the body in the home. It was fun. I very happy.</p>	<p>Last holiday was my longest holiday. Because that time I just graduated from my junior high school. We had pass the final examination and we got good marks. It was very exciting. So, we would to celebrate it together. We decided to have fun at the beach. I and all my classmates joined the celebration. All of us were very enthusiastic.</p> <p>Sunday morning, we gathered in Hida's house. At 07.30 a.m., all of my friends were came. We went to the beach by motorcycle. I ride along with my friend, Tika. We took the inner route so; we got permission to use motorcycle ourselves. The beach's location was far enough from Hilda's house. It is about 25 km.</p> <p>We arrived at the beach at 08.00 a.m. There, we really got refreshed. We could forget about studying at school for awhile. We searched for a place to sit. After that, the boys were played at the wave and the girls were busy to take picture together. We were very happy that day.</p> <p>At 12.30 p.m. we were satisfied after played in the beach. Then, we decided to went home. But before that, we visited to Tika's house. Tika's mother were very kind. She invited us to have lunch. We served with various of foods. After had lunch and salad and thanked to Tika's parents, we went to our home.</p> <p>That day, I was very happy. That was my unforgettable experiences.</p>

After the use of DJW in the process of learning writing skills applied in the classroom, the students felt the ease of writing since they wrote their own experiences and they were not restricted by the fear of making mistakes. A significant progress was attained in the grammar aspect of writing while the

aspects of vocabulary, mechanics, and fluency were managed to also make decent improvements. The students were also able to make considerable progress in the aspect of form or organization. The following table shows the comparison between the situation in the first cycle and the second one including the changes happening there.

**Table 7:** The Comparison on the Teaching and Learning Process of Writing Skills in the Class X3 between Cycle 1 and Cycle 2

Cycle 1	Cycle 2
The students were hard to be controlled at the first meeting. They were in chaos when the researcher asked them to write in the Dialogue Journal writing since they felt that their knowledge were inadequate.	The situation of the class where the students' behaviors was hard to be managed well was tried to be controlled by performing better classroom management with the help of a team teaching partner and the English teacher as the collaborator and the observer of the class. As the result, the classroom atmosphere was better as the class was watched closely and strictly by the helps of the research's collaborators which could make the students focus on the lesson.
The students' knowledge was still incomplete in some aspects in recount texts. However, they made some considerable and significant improvements in some aspects in writing skills.	The students got complete knowledge on recount texts which made their writing was even better. They made further improvements in every aspects of writing such as grammar, vocabulary, organization, and etc.

In conclusion, DJW had been successful to bring the students into better performances of teaching and learning process in writing skills. Sharing experiences, thoughts, ideas, opinions, and feelings with the researcher by having written conversations absolutely had several benefits both for the teacher and the students. Beside the skills of writing which were significantly improved, the motivation of the students at the meantime was also enhanced as well.

### **C. Research Findings**

In this part, the data of the research findings are discussed in details. There are two types of data gathered during the research namely qualitative and quantitative data. The qualitative data dealt with the general findings of the research on each cycle when the quantitative data explained the exact numbers of the results on the students' Dialogue Journal works from the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> stories and also the pre-test and post-test. The next part elaborated the findings found in a series of the use of DJW.

#### **1. Cycle I**

- a. In terms of grammatical aspect, most of the students made some improvements. In the first texts, they were successful in attaining slight improvements while in the second text, they achieved considerable progresses. However, they still continued making some mistakes in determining the right verbs to express certain sentences in past tenses. Overall, it was definitely much better than before the implementation.
- b. In terms of vocabulary, many of them were able to write using the new words they got during the process of learning in the class especially irregular verbs which they knew little about before. After given the list of irregular verbs for instance, they made use of the words and their compositions were absolutely getting better. The students, in general, were successful in making considerable improvements in this aspect.
- c. In terms of mechanics such as spelling and punctuation, at first, they still faced some difficulties since they were not really aware of those aspects

before. But after being told to always pay attention to those aspects, they knew the importance of those mechanics in affecting the readers to understand their writing so they tried to pay attention to the punctuation and spelling during the process of revising their own writing. They were able to make significant improvements which made their writing better and clearer.

- d. In terms of fluency in writing, they made significant progresses. It was seen from the length of their writing to see whether they really could write with ease and had good flow of ideas on papers. Some students still faced difficulties since they did not really accustom their selves to writing activity yet.
- e. In terms of form or organization of both in sentence and text levels, since the first texts they wrote in DJW, many students had been very good in determining the form and organization of their texts. But in the sentence level, they still faced difficulties and found it very confusing although few of them were successful in making improvements. Overall, they could attain considerable progresses.

## 2. Cycle II

- a. In terms of grammatical aspect, almost all the students made significant improvements. They knew that in writing past experiences they needed to write in past tenses and they were able to find the correct form of verbs in past tense. The efforts could be deemed as successful as just very few of



them still had difficulties in determining right verbs for their texts in the second cycle.

- b. In terms of vocabulary, they also managed to do far better than before the implementation days since they could make another decent improvement. They wrote sentences using variety in vocabulary which made the writing even more interesting for the readers. The adjectives, adverbs, and time connectives they learned before were also used to add details to their stories. As the reader, the researcher found that the improvement in vocabulary was exceeding the expectation. The students also told the researcher during the interviews that they felt that their vocabulary mastery was really improved as they got many new words.
- c. In terms of mechanics such as spelling and punctuation, the students did good job. The majority managed to write better by checking their writing before the final versions were submitted. They were fully aware of these aspects in their writing. Compared to the first cycle, they got better understanding by making decent improvements in this aspect.
- d. In terms of fluency in writing, the students could be considered as good in making the efforts. As they were given encouragements to write freely in their journals, they did just like what the researcher suggested. The lengths were completely improved and surprisingly in the mean time the other aspects such as vocabulary and grammar were also getting better. They could manage their fears in writing and excitedly told their stories in very good flow indicating their fluency were enhanced. Few of them, indeed,

still felt the difficulties which made them still burdened to write long texts but when those writings were compared to the previous texts in cycle 1, the progresses could slightly be seen. Some students during interviews confessed how easy now for them to write after they were accustomed themselves to write in DJW. Overall, the fluency in students writing was recognizably improved.

- e. In terms of form or organization of both in sentence and text levels, they also set new record. Before the use of DJW, they only practiced to write recount text once where they did not get clear idea about how to organize recount texts in good forms. But after being explained the second time by the researcher in different way, they seemed to get full understanding and when they asked to write recount texts whether in the first, the second and the third, most of them in fact could really apply the knowledge of generic structure of recount texts. They did make the organization of the text properly by introducing the “who”, “when”, “where”, “what”, and “how” in the first paragraph which is needed in the orientation part of recount texts. And then they told the events with some details that helped the reader to catch up the real situation. At last, they also told the readers about their impressions on the experiences they shared which were meant for the re-orientation of recount texts. In conclusion, the students’ works in DJW during the second cycle were really improved. In the sentence level, some of them still faced difficulties. However, compared to the texts they wrote before the implementation, they were far better after the recursive

practices of writing in DJW. In conclusion, they were able to make quite significant improvements from the first cycle.

There were some additional findings found by the researcher and the collaborator during the research. The details are as follows.

- a. The use of DJW could also empower the students' motivation which also improved the classroom atmosphere. The free spaces given for them to write really made them feel more relaxed and the responses they got keeping their excitement high because they feel the appreciation given directly from the teacher or the researcher.
  - b. The use of DJW also enhanced the students' creativity where they could openly state their opinion, ideas and thought. Moreover, it also gained the students' confidence to ask about anything they wanted to ask which was good to maintain their self-reliance.
  - c. The use of DJW also made the bond between the students and the teacher closer which would help the process of getting and delivering the knowledge.
3. Summary of Cycle I and Cycle II

The overall results of this action research are summarized in the following.

**Table 8:** The Summary of the Conditions of the Students of Class X3 before and After the Implementation in Five Aspects of Writing

Aspect of Writing	Pre-Condition	Cycle I	Cycle II
Grammar	The students' ability in grammar was very low. They failed to write sentences in past tenses in recount texts correctly as the consequence of their lack of knowledge in grammar.	The students made quite decent improvement in grammar aspect. After the second meeting where they intensively learned about the use of past tense, they did better job in forming sentences for the second text.	Most of the students successfully made significant improvements in grammar in this cycle where they could use past tenses properly in their texts.
Vocabulary	The students had very limited vocabulary mastery which often stopped them to write since they were not encouraged to always consult their dictionaries and to get new words from the teacher herself.	Most of the students, made considerable improvements in the vocabulary aspect of their writing. The new words they got in English especially the irregular verbs 2 which they know little before and were used properly in their texts which made it absolutely better.	All students gained more improvements in vocabulary after the progresses they already had in the first cycle seen from the use of varied words which made their stories far better written than before the implementation.
Mechanics	The students were not aware of those aspects in their writings that was why their texts were lack of good mechanics which made them difficult to be comprehended by the readers.	The students had the ideas of mechanics in writing which made them careful to pay attention to their spelling by checking their dictionary and the punctuation. Overall, they made significant improvements although few of them still consistently made mistakes in these aspects.	Nearly all The students made even better writings as they paid attention to the mechanics aspects of their writing by checking their texts before submitting the final version. Overall, they managed to make other considerable improvements in this cycle after the first cycle.
Fluency	The students were having limited knowledge in writing and also were having no confidence in writing which made their fluency in writing very low since they were afraid of making mistakes and errors. In addition, their writing habits also were not empowered which caused them to face difficulties to start writing.	Most of the students were able to make texts with ease which was far better than before the implementation since they were not afraid of making mistakes although few of them still faced difficulties to write confidently.	Almost all the students made considerable progresses in fluency of writing seen from the easiness of telling the details of their stories in good length compared from before the implementation.
Forms	The students were unable to form a good recount text since they did not fully understand about its generic structure. Moreover, they had huge difficulties in forming good sentences in past tenses both verbal and nominal.	Most of the students faced no difficulties in forming the organization of the text based on the correct generic structure after being explained the second time, but in the sentence level, although some of them could manage to make adequate improvements while the rest of them still had difficulties.	All students did well in the organization of the text level. In the sentence level, most of them were successful to make recognizable improvements although there were still few of them who still consistently made mistakes. Overall, they did really good job compared to before the implementation.

#### 4. Students' Scores

In this section, the details of the students' scores on their texts in DJW during the research are presented. It starts from the first text and then continues to the second and third one.

This part also includes the explanation of students' mean score of each aspect of writing skills such as: grammar, vocabulary, mechanics, fluency and organizations. To make it more efficient, those data are presented in the following tables.

**Table 9:** Students' Mean Score in the Grammatical Aspect

Aspect	Text 1	Text 2	Text 3
Grammar	2.73	2.88	3.8

The table above shows the mean scores of the grammar aspect achieved by the students comparing the first and second texts in the first cycle and the third one in the second cycle. Obvious changes happened during each meeting seen from the results of the stories they wrote in their Dialogue Journals. The students' mean score in the aspect of grammar at the first meeting in cycle 1 is 2.73 while this score increased up to 2.88 in the second text. The significant change was from the result of the third text in which the students successfully attained 3.8. The gain score was acquired from the comparison of the mean scores of all the three texts which is 1.07.

**Table 10:** Students' Mean Score in the Vocabulary Aspect

Aspect	Text 1	Text 2	Text 3
Vocabulary	3.08	3.48	3.76

The table depicts the progresses made by the students from the vocabulary aspect of writing during the process of teaching and learning using DJW. Compared to the first text, the mean score of the second text was definitely increasing. Moreover, the third one also made a considerable change which proved the success of the efforts made during the implementation of the actions. In the text 1, the mean score is 3.08 which increased up to 3.48 in the second text. Finally, the third one managed to attain 3.76. The gain score is numbered 0.68 which shows that improvement was able to be achieved in the aspect of vocabulary.

**Table 11:** Students' Mean Score in the Mechanics Aspect

Aspect	Text 1	Text 2	Text 3
Mechanics	2.56	3.4	3.6

From the aspect of mechanics in writing such as punctuation and spelling matters, the students could afford to make some improvements too. The comparison made above in the table undoubtedly shows the change of mean scores among the three texts. The second one managed to increase the score up to 3.4 after the first text which only got 2.56. The students did well in the last text which scored 3.6 in the aspect of mechanics of their writing. The gain score obtained is 1.04.

**Table 12:** Students' Mean Score in the Fluency Aspect

Aspect	Text 1	Text 2	Text 3
Fluency	2.56	3.36	3.64

The table above presents the comparison of the three texts on the aspect of fluency which is the main purpose of implementing the DJW. The students significantly made progresses in fluency. The efforts they made to be in ease and in a rapid flow of writing they did every single meeting resulted good achievement. The first text which only managed to score 2.56 did a great change in the second one scoring 3.36. While the second text did a good mark, the third one did not stop to increase the mean score up to 3.64. The gain score is 1.08.

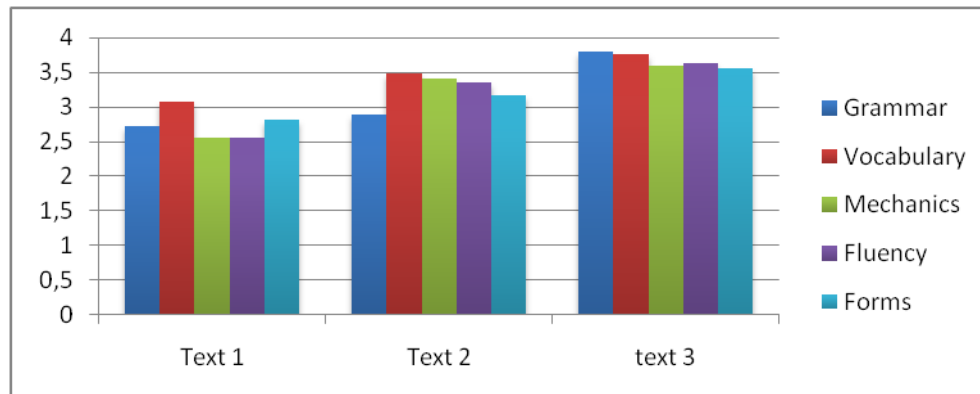
**Table 13:** Students' Mean Score in the Organization Aspect

Aspect	Text 1	Text 2	Text 3
Organizations (Forms)	2.82	3.16	3.56

The results of the mean score of the last aspect in writing which is the form or organization in writing presented above in table shows significant increases. From the first day's mean score when the students wrote the first text which scored 2.82, a significant change can be seen from the result of the second text which did well by scoring 3.16. The last text the students made also did even better by giving 3.56. The gain score acquired is 0.74.

The overall improvements achieved by the students of SMA IT Abu Bakar Yogyakarta class X3 on mean scores of the five aspects in writing skills after the use of DJW are presented in the following chart.

**Chart 1:** The Mean Scores of the Students' Texts on Five Aspects in Writing Skills



According to the detail explanation related to the results of the students' DJW in mean scores above, there are some improvements in all the five aspects in writing skills namely grammar, vocabulary, mechanics, fluency and form.

After several days of research where the researcher applied the planned actions made with the help of the English teacher as the collaborator of the research and the use of DJW as a medium for the students to build their writing habits and improved their skills in writing, the students made recognizable improvements. By comparing the two texts they wrote in the first cycle and one they made in the second cycle, the gain score of the grammar aspect is 1.07. On the other hand the vocabulary aspect gained 0.68 while the mechanics got 1.04. In the aspect of fluency, they managed to obtain 1.08. In the mean time they scored 0.74 in the aspect of organization or form.

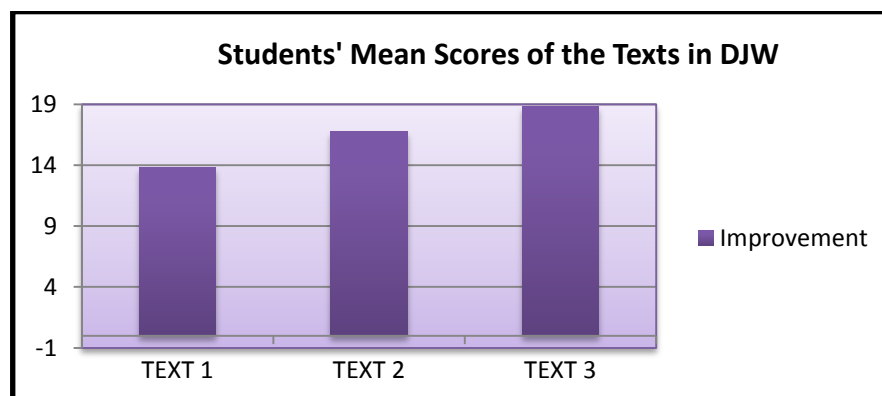
The general presentation of the pertinent facts to the students' scores resulted from the analysis of text 1; text 2, text 3 is as follows.



**Table 14:** General finding of Students' Scores from Text 1, Text 2, and Text 3

Score	Text 1	Text 2	Text 3
Mean	13.78	16.28	18.8

The table above shows the changes on the students' scores which increased significantly. The scores were obtained from the accumulation of the students' scores in all five aspects of writing on their three opuses respectively. In the first text, the mean score they attained is 13.78. It increased in the second one by scoring 16.28. Last but not least, the third one also managed to gain the score of 18.8 which definitely proved the success of the research conducted in the class X3. The following chart shows obvious improvements made by the students on each text consecutively.

**Chart 2:** The Students' Mean Scores of Recount Texts in DJW

From the results of pre-test and post-test held before and after the research, there can be seen some considerable improvements that shows the effectiveness of the use of DJW to improve students' writing skills on recount texts. The following table presents the general results of the students' scores in pre-test and post-test and their comparison.

**Table 15:** The Students' Mean Score in Pre-Test and Post-Test

Score	Pre-Test	Post-Test
Mean	16.08	19.88

The students, who just scored 16.08 in the pre-test, were able to make an increase up to 19.88 in the post test which indicated that they were successful in making significant improvements. In conclusion, the use of DJW was effective to improve the students' writing skills in English.

#### **D. Interpretation of the Finding**

In this section, the researcher provides the analysis of the findings attained in both cycle 1 and cycle 2 during the research. This part is aimed to give some explanations on how the use of DJW in the classroom during the process of teaching and learning can improve the students' skills in writing. The preliminary observation was held before the research performed in order to get information and depiction about the situation of the classroom and also to acquire some ideas on what problems and difficulties the students usually faced in mastering writing skills in English especially in recount texts to consider some plans to make some improvements. With the collaborator who agreed to help, the researcher determined some actions which would be done during the research in two cycles where each of it took two days of classroom meeting.

It was found then, that the various actions and the use of DJW in the classroom could really enhance the students' abilities in writing skills especially on recount texts. The students made slight improvements in the first cycle but surprisingly could do more progresses in the second one. Their individual works

to write their past experiences in the DJW did them more than justice that improved their skills in writing in all aspects such as grammar, vocabulary, mechanics, fluency, and form. The gain score they got since the beginning until the end of the research taken from their texts' results as presented and explained before were real evidences that they were hugely improved.

The credits were also given to the materials and also activities such as tasks and exercises which were done individually, in groups and pairs in the class. The use of DJW as believed before really worked well on the students. They confessed about many progresses they made and also several benefits and advantages they got since the use of DJW in writing class.

Based on those facts and explanation, it can be concluded that overall, the use of DJW can improve writing skills of the students of SMA IT Abu Bakar grade X3. The actions done during the research provided the students with richer knowledge and understanding. The task given added opportunities for the students to immediately practice the language. In addition, the use of DJW to give spaces to the students to experience real writing performance which helped them to build their writing habits which definitely affected their improvements in writing skills. It also gave them more motivation to write which yielded changes in their perspectives and attitudes towards writing especially in recount texts. Even the use of DJW was originally meant for promoting and empowering the students' fluency in writing but it constantly proved that the accuracy and other aspects of writing could also made significant changes.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

In this chapter, the researcher presents three aspects. Those are conclusion, implications and suggestions. Each point is described as follows:

#### **A. Conclusions**

This research belongs to action research. SMA IT Abu Bakar Yogyakarta was chosen as the place where the research would be performed particularly in class X3. It began from the 7<sup>th</sup> of September to the 12<sup>th</sup> of October. The participants involved in the research were the researcher herself, the English teacher and the students of class X3.

The research had acquired both qualitative and quantitative data related to the use of Dialogue Journal writing to improve the students' skills in writing on recount texts. Based on the results of the data analyzed in this research, it shows that the use of DJW was proven to be very effective to improve the students' writing skills.

The Dialogue Journal writing is a written dialogue or conversation between the students and the teacher kept in a personal journal book over period of time on a particular topic chosen by both of them. The communication or conversation takes place in written form.

In the real practice of its use in this research, the researcher provided the students of X3 class with journal books for them to write their past experiences in the form of recount texts. They were free to determine the topic after making agreement with the whole members of the class. The students were also not

restricted to write their thoughts, feelings, opinions, or questions and were expected to show their creativity in writing their stories since mistakes and errors were not to be judged. The texts made were to be submitted and the researcher's job was to give responses on each text which indicated that the conversation was actually existed. The students were given time approximately fifteen minutes to finish their texts in each meeting.

There are some facts in field showing the benefits of the use of DJW in improving the students of SMA IT Abu Bakar class X3. Firstly, during the use of DJW where the students exchanged their stories with the teacher in every single meeting showing their feelings, thoughts, and experiences made the relation closer which yielded a good atmosphere in the process of teaching and learning.

Secondly, the recursive nature of DJW gave the students opportunities to build their writing habits in English. They were able to make significant improvements since they were accustomed to write and freed their creative thinking to compose stories based on their own experiences which they knew best. They got the spaces to practice the knowledge they had as they learnt better when they did.

Thirdly, after they found that their writing were given positive responses instead of corrections or criticisms from the teacher, they felt motivated and happy to read them and the thoughts to do better for the next text emerged. The students frankly confessed about their feelings towards the responses which were very useful for them. Moreover, the students were thrilled to know that they did not have to worry about making mistakes in writing which resulted absolute

confidence and easeness. They felt that there were no boundaries for their creativity and all the anxiety and fears were decreased.

Besides, the students' attitudes towards writing skills were changed. They did their best in doing tasks and exercises in the classroom. They were involved actively in every activity during the process of teaching and learning. Seen from their writings, the students seemed to feel excited to tell their experiences in their own unique styles.

Last but not least, the use of DJW was able to deliver the students into beneficial improvements not only in the aspect of fluency but also the other aspects in writing as proposed by Anderson such as grammar, vocabulary, mechanics, and form. The students' scores on the comparison of the pre-test and post-test and their writings in DJW during the first and second cycles show the evidences that they were successful in making progresses.

During the first cycle, it was found that most of the students were making improvements in some aspects of writing such as vocabulary, grammar, and form or organization in both sentence and text levels. It was difficult at first to get them to write in DJW since they did not really accustom themselves to it. However, at the second meeting they started to realize the importance of practicing and their attitudes were changed. They did not show any objection and they willingly did it. This was also due to the responses given to them by the researcher that they considered as appreciations to their works which could lift their motivation.

In cycle two, the students were found to be familiar with the use of DJW, so they did not give any sign of objection as they found it completely easier now

to write in English especially on recount texts. In fact, the students made considerable improvements in the aspects of writing such as grammar, vocabulary, mechanics like spelling and punctuation, fluency, and forms. It could be seen from their writing in DJW. During the meetings, they also showed very positive attitudes on the practices and tasks done in the classroom. They were engaged properly in every single activity which was performed based on the plans made before by the researcher with the help of the English teacher as the collaborator.

The scores were obtained from the accumulation of the students' scores in the five aspects of writing on their three opuses respectively. In the first texts, the mean score they attained is 13.78. It increased in the second one by scoring 16.28. Last but not least, the third one also managed to gain the score of 18.8 which definitely proved the success of the research conducted in the class X3. The gain score yielded from the results of the mean scores of the three texts is 5.02.

Furthermore, the students, who just scored 16.08 in the pre-test, were able to make an increase up to 19.88 in the post test which indicated that they were successful in making significant improvements. In conclusion, the use of DJ was effective to improve the students' writing skills in English.

From the facts presented above, it can be concluded that the research taken on the use of DJW to improve the students of SMA IT Abu Bakar class X3 was successful.

## **B. Implications**

According to the conclusions which are previously stated, some further considerations were made in order to improve the students' writing learning process. The implications of the actions applied during the research are presented as follows.

1. The students' positive attitudes towards the use of DJW implicates that they were motivated with the way it was turned out in improving their skills in writing. They were happy to be given spaces for practices which could empower their abilities in composing their own writing based on their experiences.
2. The students' active participation also shows that the classroom management was successful to get the students' attention to learn maximally.
3. The students' knowledge in some aspects of writing on recount texts suggests that the actions planned during the research were effective in giving them better understanding which can be seen from their better writing.
4. The students' acts of questioning, asking, giving opinion and telling their stories eagerly in DJW show their positive feeling towards the conversations they had with the researcher. This implies that they were happy to be given responses on what they told and were willing to continue the talk. This made the relation between them closer.



5. The researcher noticed from the students' writing the parts that were still difficult for each of them whether it was the grammar, vocabulary, mechanics, forms, and etc. this gave her the ideas which were important in order to focus on giving additional explanation on each student's difficulties and to help them according to the aspect where they still lacked. In a class where the ability of the students is mixed, this could be a big help for the teacher.

### **C. Suggestions**

After covering up the conclusions and the implications of the research, several suggestions proposed to the teacher of English, the students and the next researchers on this subject are presented as follows.

#### **1. To the Teacher**

- a. The teacher should be aware of the students' needs of mastering the skills in writing since this will be very crucial for them in the future.
- b. The teacher should focus on giving the students' knowledge by providing them full information and complete explanations on the subject they learn, so they can get what they are supposed to get in order to switch the best in them in learning English, especially in writing skills.
- c. The teacher should always give opportunities for the students to practice the language as they learn best when they experience it themselves. They should be provided with tasks and exercises for effective learning. In writing, the use of DJW can be an effective solution to function as a platform for the students to write and then build their writing habits.

- d. The teacher should choose appropriate tasks and practices according to the setting, level, classroom size, learning needs, and etc.
- e. The teacher should be creative in determining the activities performed in the classroom in order to enhance the students' motivation to learn. It has to be communicative and meaningful which can draw the students' attention.
- f. The teacher should provide the students with varied media in order to make the students eager to focus to the process of teaching and learning in the classroom.
- g. The teacher should manage the time on the process of teaching and learning properly.

## **2. To the Students**

- a. The students should maintain their selves to always be in positive attitudes which can also motivate themselves to learn.
- b. The students should switch the best in them in learning in order to absorb all the information and knowledge delivered by the teacher well.
- c. The students should always practice to write in order to build their writing habits which will be very beneficial to improve their skills in writing.
- d. The students should participate actively in every task and activity which includes practices inside and outside the classroom in order to learn the language maximally.
- e. The students should manage themselves to be accustomed to work individually or in pairs and in group and maintain good relation with the teacher and their classmates.

- f. The students should gain critical and creative thinking especially in writing practices.
- g. The students should enhance good behavior during the classroom meeting.

### **3. To the Next Researchers**

- a. The next researcher can use this study as a basis of conducting further research on the subject of DJW investigating its use to improve the process of teaching and learning.
- b. The next researcher should consider using DJW in efforts to improve students' skills in reading since its nature also includes the activity of reading when each of the parties exchange conversations in the form of written texts.
- c. The next researcher can implement the use of DJW with different kinds of activities in the classroom which are better and match the students' preferences and needs to improve their motivation in learning as well.
- d. The next researcher can try to use DJW in daily, weekly or monthly bases based on the students' level of proficiency and age and also their students' contexts of learning.

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# APPENDICES



**A.**  
**FIELD NOTES**

NO	: FN.01
Hari, Tanggal	: Sabtu, 28 Juli 2012
Jam	: 13.00
Tempat	: kantor kepala sekolah
Kegiatan	: Izin Penelitian
Responden, P	: Peneliti
KS	: Kepsek
PTU	: Pegawai Tata Usaha
P datang ke sekolah pada pukul 13.00 WIB. P menuju ke pos satpam untuk meminta izin menemui kepala sekolah dan mengutarakan maksud kedatangannya yaitu untuk melaksanakan penelitian di sekolah tersebut. P kemudian dipersilahkan untuk langsung menuju ke kantor kepala sekolah.	
P langsung disambut oleh salah satu PTU sekolah dan dipersilahkan untuk duduk kemudian menanyakan maksud dari kedatangan P ke sekolah tersebut. Pertama-tama P memperkenalkan diri dan memberitahukan maksud kedatangannya yaitu untuk memohon izin agar bisa melaksanakan penelitian di sekolah tersebut dan memohon izin untuk bertemu kepala sekolah guna mengutarakan maksud tersebut guna persyaratan untuk penelitian tugas akhir.	
P dipertemukan dengan KS dan setelah memperkenalkan diri dan menginformasikan maksud dari kedatangan P ke sekolah tersebut, P meminta izin untuk melaksanakan penelitian di kelas X. KS menyambut maksud dari P dengan tangan terbuka dan bersedia membantu P untuk kelancaran penelitian di sekolah tersebut.	
P kemudian menjelaskan jenis penelitian yang akan dilakukan di kelas X. P juga menjelaskan judul penelitian yang akan diajukan. KS juga menanyakan detail mekanisme penelitian seperti proses pelaksanaan dan waktu atau masa penelitian. P menjelaskan bahwa penelitian yang dilakukan di bagi menjadi 2 cycle dimana tiap siklus nanti akan dilaksanakan selama dua kali pertemuan. P juga menginformasikan mengenai pre-test dan post-test yang juga akan dilakukan sebelum dan sesudah penelitian. KS memberitahukan pada P bahwa untuk saat ini sekolah mengizinkan hanya dua orang peneliti dalam setahun dan di haruskan menyesuaikan dengan kalender akademik sekolah. P setuju dengan persyaratan yang diminta KS.	
P kemudian menanyakan tentang detail perijinan yang harus dipenuhi sebelum penelitian dimulai. KS menjelaskan bahwa surat izin yang dibutuhkan adalah surat dari sekolah yang nantinya diurus di kantor gubernur dan nanti selanjutnya disesuaikan dengan ketentuan dari sana. P juga meminta izin untuk bisa dipertemukan dengan guru bahasa inggris yang mengampu Ss kelas X. karena guru yang mengampu sedang tidak ada ditempat, KS menyarankan P untuk datang lagi.	
P mengucapkan terima kasih sebanyak-banyaknya dan berjanji akan datang minggu depan guna menyerahkan surat izin observasi dari sekolah.	

P juga berjanji untuk memberikan proposal penelitian dan surat izin penelitian dari BAPPEDA segera sebelum pelaksanaan penelitian. P memohon pamit kepada KS segera setelah semua hal telah tersampaikan.

NO : FN.02  
 Hari, Tanggal : Rabu, 22 Agustus 2012  
 Jam : 11.00  
 Tempat : Kantor Kepala Sekolah  
 Kegiatan : Izin Observasi  
 Responden, P : Peneliti  
 KS : Kepsek  
 PTU : Pegawai Tata Usaha

P datang ke sekolah pada pukul 11.00 dan langsung minta izin pada pak satpam untuk bertemu dengan salah satu PTU guna untuk menyerahkan surat izin observasi. P dipersilahkan untuk menemui ustadz Mahmud di kantor kepala sekolah.

P langsung menuju kantor kepala sekolah dan menemui ustadz Mahmud untuk menyerahkan surat izin observasi dari universitas. Setelah dipersilahkan untuk duduk, PTU membaca isi surat dan menyatakan bahwa beliau sudah menyetujui isi surat dan mempersilahkan P untuk melaksanakan observasi sesuai kebutuhan dan perencanaan. P kemudian meminta izin untuk menemui ustadz atau ustadzah yang mengampu mata pelajaran bahasa inggris untuk kelas X. Karena, ustadz dan ustadzah yang mengampu kelas X tidak ada ditempat, P diberikan nomor telepon para guru yang mengajar dikelas X untuk dihubungi lewat telepon atau sms.

Setelah dirasa cukup keperluan P disekolah tersebut, P mohon undur diri pada PTU dan mengucapkan terima kasih atas bantuannya.

NO : FN.03  
 Hari, Tanggal : Rabu 29 Agustus 2012  
 Jam : 10.00  
 Tempat : Kantor Guru  
 Kegiatan : Izin Observasi  
 Responden, P : Peneliti  
 KS : Kepsek  
 PTU : Pegawai Tata Usaha

P datang ke sekolah pada pukul 10.00 dan langsung minta izin pada pak satpam untuk bertemu dengan GBI yang mengampu kelas X. P juga memberitahukan bahwa mereka telah membuat janji bertemu sebelumnya. P langsung dipersilahkan untuk menuju ke ruang guru.

<p>P langsung menuju ke kantor guru dan menemui GBI yang sudah menunggu karena P telah menginformasikan kedatangan ke sekolah untuk menjelaskan mengenai penelitian yang diambil adalah action research dan media yang digunakan adalah Dialogue Journal writing. GBI terlihat masih asing dengan media tersebut.</p>
<p>P kemudian menjelaskan mengenai DJW yang merupakan jurnal dimana guru dan siswa saling melakukan percakapan seperti dialogue tertulis dalam bentuk monologue dan juga menginformasikan bahwa poin penting dalam penggunaan DJW ini adalah untuk membangun kebiasaan menulis dan memperbaiki skill Ss secara fluency dan juga accuracy nya. Disamping itu P juga menjelaskan mekanisme penelitian secara detail seperti jumlah siklus dan banyaknya waktu untuk classmeeting.</p>
<p>P mendapat informasi mengenai dua kelas yang GBI ampu yaitu kelas X3 dan X4. P meminta saran dari GBI untuk menentukan kelas mana yang akan digunakan untuk penelitian. GBI menyarankan untuk mengambil kelas X3 dimana situasi kelas lebih kondusif untuk penelitian. P menyetujui saran GBI dan minta izin untuk selama beberapa hari untuk penelitian tindak kelas di kelas tersebut dimana GBI akan mendampingi dan mengobservasi selama jalannya penelitian.</p>
<p>P juga menanyakan bagaimana keadaan kelas X3 ini dan bagaimanakah kemampuan mereka dalam menulis bahasa inggris. GBI mengakui bahwa skill writing ini merupakan skill yang sangat kurang ditekankan di dalam kelas karena memang sulit bagi para Ss. GBI juga memberitahukan bahwa untuk menyuruh Ss untuk menulis dalam bahasa inggris selama ini sangat menguras banyak waktu karena Ss cenderung malas mungkin karena kurangnya pengetahuan mereka dalam bahasa inggris dan mengatakan “jangan kan mereka mbak, kita saja suka masih kesulitan kalau harus menulis dalam bahasa inggris to?”. Tapi GBI juga mengungkapkan harapannya bahwa penggunaan media nanti selama penelitian benar-benar bisa memperbaiki skill menulis Ss sesuai dengan tujuan.</p>
<p>Setelah Tanya jawab mengenai keadaan kelas dan jadwal kelas bahasa inggris, P meminta izin GBI untuk melihat contoh RPP yang digunakan di kelas serta meminta silabus guna menyusun course grid sebagai panduan menulis RPP. P juga memohon bantuan beliau untuk menjadi kolaborator penelitian tindak kelas yang akan dilaksanakan dikelas X3 yang diampu GBI.</p>
<p>P mengutarakan maksudnya untuk melaksanakan observasi terlebih dahulu untuk melihat situasi di kelas. GBI memberitahukan bahwa besok jumat akan dilaksanakan kelas writing, dan meminta P untuk melaksanakan observasi pada hari tersebut. P menyatakan persetujuannya dan meminta informasi tentang waktu dan ruang kelas X3.</p>

Setelah semua hal selesai dibahas dan data yang dibutuhkan sudah ditangan, P memohon ijin pamit dan berterima kasih pada GBI atas bantuan dan waktunya. P berjanji akan menemui GBI lagi untuk besok observasi kelas dan juga ketika course grid yang dibuat sudah jadi untuk menkonsultasikan begitu juga dengan RPP yang telah dibuat.

NO	: FN.04
Hari, Tanggal	: Jumat, 31 agustus 2012
Jam	: 14.00
Tempat	: Kelas X3
Kegiatan	: Perkenalan dan observasi
Responden, P	: Peneliti
Ss	: Siswa
GBI	: Guru Bahasa Inggris
P datang ke sekolah pada pukul 10.00 WIB. P menemui GBI untuk mengkoordinasikan teknis dari observasi dan mekanisme penelitian di kelas X3. Setelah berbincang-bincang sebentar mengenai proses penelitian, GBI meminta P untuk menunggu sampai jam pelajaran ke-5 dimulai. GBI memberitahukan bahwa beliau ada urusan penting jadi harus meninggalkan kelas lima menit sebelum bel istirahat, maka P mendapat kesempatan untuk menginformasikan mekanisme penelitian yang akan dilakukan di kelas X3 kepada para Ss.	
P kemudian menunggu di depan kantor sampai jam bahasa inggris dimulai. Beberapa saat setelah bel tanda berganti pelajaran berbunyi, GBI mengajak P untuk segera masuk kelas X3 di lantai 3.	
Ketika jam pelajaran ke-5 dimulai. P dan teman kolaborator langsung dipersilahkan masuk ke kelas dan mengambil tempat duduk kosong yang tersedia di baris paling belakang. Sebelum memulai pelajaran, GBI memberitahukan pada Ss bahwa akan ada kakak-kakak yang akan melaksanakan penelitian di kelas tersebut. Para siswa terlihat antusias melihat P.	
Setelah itu GBI meminta P dan team teachingnya untuk memperkenalkan diri. P dan kolaborator memperkenalkan diri dan memberitahukan tujuan dari kedatangan mereka di kelas tersebut. Ss tampak mulai memahami dan setelah dipersilahkan duduk kembali, pelajaran pun segera dimulai.	
GBI memulai kelas bahasa inggris ketrampilan menulis teks recount pada hari tersebut tanpa mereview tentang pelajaran minggu lalu. P mempersiapkan observasi checklists yang telah dipersiapkan sebelumnya untuk melihat kelengkapan guru dalam mengajar.	

GBI menggunakan metode ceramah untuk mengajarkan Generic Structur dari teks recount. Pertama-tama beliau menjelaskan tentang recount texts yang digunakan untuk menceritakan hal yang telah lalu. Setelah itu GBI langsung menjelaskan mengenai generic structure dari teks recount dan juga cara mnyusun sebuah teks berdasarkan ilmu dari pengalaman pribadinya menggunakan metode brain storming yang pernah dilakukannya selama bergabung dengan FLP (forum lingkaran pena) di Yogyakarta. Disini GBI tidak menggunakan model teks sama sekali sehingga Ss hanya melihat model brainstorming yang dibuat GBI di papan tulis, dimulai dari orientation, events, dan re-orientation. Lebih lagi, para Ss tidak diberi kesempatan untuk mendapat kata-kata baru sama sekali dan penggunaan kamus tidak dikenalkan dengan intensive oleh GBI.

Sering kali GBI juga mencoba untuk menyisipkan candaan-candaan ringan agar para siswa tidak mengantuk dan tidak bosan. Awalnya siswa terlihat cukup tertib namun ketika kelas dimulai dan materi mulai dijelaskan, ada sebagian yang masih berbincang-bincang dengan teman sebangku dan beberapa juga terlihat mengantuk. Mereka terlihat belum siap untuk mendapat pelajaran walaupun kelas sudah dimulai beberapa menit yang lalu. Beberapa siswa yang tidak faham bertanya pada GBI. Seperti bertanya apakah kegunaan recount texts untuk menceritakan pengalaman pribadi atau bisa untuk menceritakan orang lain. Selain itu GBI juga menceritakan pengalaman beliau saat berada di Australia. Beberapa siswa terlihat antusias tapi banyak siswa yang terlihat bosan.

Selama di kelas, sama sekali tidak ada kegiatan-kegiatan seperti mengerjakan soal dan latihan ataupun kegiatan diskusi dalam group, pasangan maupun individu. Terlalu banyak waktu habis untuk candaan dan cerita.

Setelah bel istirahat kurang 15 menit lagi, GBI memohon izin kepada para siswa untuk meninggalkan kelas lebih awal karena suatu urusan. GBI mempersilahkan waktu dan tempat kepada P. Pertama-tama P membacakan presensi sambil berkenalan dengan seluruh siswa. P menanyakan nama panggilan tiap siswa untuk membuat suasana lebih cair dan akrab. Ketika nama teman mereka dipanggil dan ditanya nama panggilannya, beberapa Ss yang lain menggoda dan bercanda dengan memberikan nama panggilan yang lucu untuk temannya.

P kemudian menjelaskan mengenai penelitian apa yang akan dilakukan di kelas tersebut sekaligus mekanismenya. P juga menjelaskan mengenai DJW yang akan mejadi media selama penelitian dan meminta partisipasi dan bantuan untuk kelancaran proses pelaksanaan penelitian selama 4 kali pertemuan ditambah pre-test dan post-test yang akan dilakukan sebelum dan sesudah penelitian dilaksanakan. Ss masih bingung dengan penggunaan DJW. P kemudian menjelaskan bahwa mereka akan diberi buku khusus sebagai jurnal mereka, dimana mereka akan menulis pengalaman mereka yang telah lalu seperti teks recount dan untuk nantinya dikumpulkan tiap pertemuan untuk mendapatkan respon dari P. P juga menambahkan bahwa dalam penggunaannya, DJW memberikan kebebasan pada para siswa untuk menulis apa saja yang ada di pikiran

mereka karena mereka tidak akan diberikan koreksi dan seluruh teks tidak untuk dinilai. Ss tidak perlu takut dan cemas dalam menulis karena tidak punya pengetahuan yang cukup karena disini mereka tidak akan disalahkan.

P juga bertanya sedikit mengenai pembelajaran bahasa inggris terutama dalam ketrampilan menulis teks recount. Ss mengaku bahwa mereka biasa saja dengan cara GBI mengajar hanya saja mereka kurang faham mengenai generic structure yang telah dijelaskan GBI. Ss juga memberitahukan bahwa mereka baru menulis teks recount sekali selama semester ini. P mengabarkan pada para siswa bahwa untuk pertemuan selanjutnya akan dilaksanakan pre-test. Ss bertanya mekanisme bagaimana test tersebut. P menginformasikan bahwa mereka hanya perlu menuliskan sebuah teks recount berdasarkan pengalaman mereka sendiri yang telah lalu. Tema akan diberikan pada hari pre-test dilakukan.

Setelah bel istirahat berbunyi, P menutup kelas pada hari tersebut dengan doa bersama. Sebelum meninggalkan kelas, P meminta beberapa Ss untuk meluangkan waktu guna untuk wawancara. Setelah semua urusan selesai P meninggalkan sekolah dan berpamitan kepada Ss dan juga GBI.

NO	:	FN.05
Hari, Tanggal	:	Jumat, 7 September 2012
Jam	:	11.30
Tempat	:	Kelas VIII G
Kegiatan	:	Pre-test
Responden, P	:	Peneliti
Ss	:	Siswa
GBI	:	Guru Bahasa Inggris

P datang ke sekolah pada pukul 11.30. Setelah menemui pak satpam untuk lapor dan menulis keperluan di dalam buku tamu, P langsung menunggu di depan kelas X3 sampai kelas bahasa inggris dimulai sesuai dengan intruksi yang diberikan GBI sebelumnya. P telah meminta izin sebelumnya untuk melaksanakan pre-test untuk melihat kemampuan siswa dalam menulis teks recount.

GBI mempersilahkan P untuk langsung masuk dan memulai proses pre-test. P menjelaskan pada para siswa bahwa hari ini akan dilaksanakan pre-test untuk mengukur kemampuan menulis dan membandingkannya dengan post-test yang akan dilakukan nanti pada akhir penelitian.

Ss terlihat enggan karena harus menulis dalam bahasa inggris. Beberapa siswa bahkan berteriak tanda keberatan. P bertanya kenapa mereka tidak mau menulis dan siswa mengaku bahwa mereka memiliki kesulitan yang besar dalam menulis dalam bahasa inggris dalam tiap genre teks. Salah satu mereka menyahut “gak tahu vocab, verb gitu-gitu miss, gimana mau nulis”. Yang lain juga protes bahwa mereka tidak punya ide untuk menulis saat itu.

Tetapi setelah mendapatkan arahan akan pentingnya untuk mendapat data tersebut untuk validasi penelitian dan juga memberitahukan bahwa mereka tidak perlu takut salah karena ini tidak mempengaruhi nilai akhirnya mereka setuju dan dengan malas mulai mengerjakan teks mereka masing-masing.

Soal untuk pre-test adalah menulis teks recount dengan tema “vacation”. Selama pengerjaan test P dan team teaching mengotrol para Ss agar mengerjakan teks secara individual dan tidak mencontek pekerjaan yang lain. Beberapa terlihat sibuk mengingat-ingat pengalaman mereka. S5 yang terlihat menemui kesulitan untuk mulai menulis didekati oleh P. Setelah ditanya apa yang susah dan kenapa tidak segera menulis, siswa tersebut mengaku bahwa dia tidak punya cukup ilmu mengenai vocabulary dan grammar yang membuat mereka bingung bagaimana memulai untuk menulis. Lain lagi dengan S12 yang mengaku bahwa dia tidak ad ide sama sekali apa yang akan ditulis. P bertanya pada S7 sambil mengecek pekerjaannya tentang apa kesulitannya dalam menulis dalam bahasa inggris, dengan malu-malu dia menjawab: “Iha wong pas diajar aja gak begitu paham. Dan lagian nulis tu ribet miss macem-macem syaratnya. Lagian kita juga jarang ada kegiatan nulis-nulis kayak gini”.

Setelah beberapa saat, P bertanya apakah para Ss sudah selesai dan semua siswa berteriak mengatakan kalau mereka belum selesai dengan serempak.

Ss yang telah selesai mengerjakan, langsung mengumpulkan pekerjaan mereka sementara yang lain masih berusaha menuliskan pengalaman mereka sampai selesai. Setelah bel tanda istirahat berbunyi, P meminta seluruh Ss untuk mengumpulkan pekerjaan mereka segera dan bisa keluar untuk makan dan sholat dhuhur. Salah satu siswa protes ketika mengumpulkan hasil pekerjaannya. “miss, masa kita besok-besok disuruh nulis terus sih?males ah”. P dengan sabar menjawab bahwa ini demi kepentingan mereka agar kemampuan menulis mereka menjadi lebih baik. Setelah semua selesai P menutup pertemuan pada hari itu dengan membaca hamdalah dan juga tidak lupa mengucapkan terima kasih atas partisipasi Ss dalam pre-test hari tersebut.

P meminta 5 orang siswa yang tidak mengikuti mentor pada hari tersebut untuk meluangkan sedikit waktu guna melaksanakan interview sebelum tindakan kelas dilaksanakan.

P menanyakan kesulitan apa saja yang dialami Ss ketika menulis dalam bahasa inggris terutama dalam teks recount. P juga menanyakan bagaimana pendapat mereka mengenai proses belajar mengajar yang mereka jalani selama ini. Setelah dirasa cukup, P menyudahi wawancara dan memohon pamit pada para siswa dan menyampaikan rasa terima kasih atas partisipasinya dalam pelaksanaan penelitian skripsinya.



NO	:	FN.06
Hari, Tanggal	:	Rabu, 12 September 2012
Jam	:	10.00
Tempat	:	Kantor Guru
Kegiatan	:	Konsultasi RPP
Responden, P	:	Peneliti
Ss	:	Siswa
GBI	:	Guru Bahasa Inggris
<p>P datang ke sekolah pada pukul 10.00. Setelah meminta izin kepada pak satpam untuk bertemu dengan GBI dan menjelaskan bahwa dia telah membuat janji sebelumnya, P langsung dipersilahkan menuju ke kantor untuk menunggu GBI sampai beliau selesai mengajar.</p>		
<p>P langsung menuju ke kantor dan meminta ijin pada seorang PTU untuk bertemu dengan GBI. P langsung dipersilahkan duduk dan diminta untuk menunggu sebentar.</p>		
<p>Setelah menunggu selama 10 menit, akhirnya GBI muncul dan langsung menanyakan perihal RPP yang akan di konsultasikan. P menjelaskan bahwa RPP yang diberikan pada GBI tersebut telah diperiksa sebelumnya dan dikonsultasikan pada dosen pembimbing skripsi dari jurusan bahasa inggris dan tinggal menunggu persetujuan dari pihak sekolah untuk kelayakan penggunaannya di dalam kelas. GBI memeriksa isi RPP mulai dari indikator, materi dan metode pembelajaran serta detail soal-soal yang akan digunakan selama penelitian.</p> <p>GBI menanyakan apakah P bisa mengatur waktu untuk kegiatan-kegiatan yang telah direncanakan dengan efektif. P menjelaskan pada GBI bahwa setiap kegiatan telah di alokasikan waktunya sehingga tidak akan ada masalah mengenai manajemen waktu.</p>		
<p>Setelah semua dirasa telah cukup, GBI memberikan persetujuan terhadap RPP yang akan digunakan pada pertemuan pertama tindakan kelas. P kemudian meminta izin pada GBI untuk mulai masuk kelas untuk pra-tindakan pada hari jumat. GBI memberikan ijin dan juga memberitahukan bahwa beliau juga akan mendampingi kelas besok pada hari jumat untuk meng-observasi selama kelas berlangsung. Setelah semua urusan selesai, P mohon undur diri dan berpamitan pada GBI.</p>		
NO	:	FN.07
Hari, Tanggal	:	Jumat, 14 September 2012
Jam	:	10.30
Tempat	:	Kelas X3
Kegiatan	:	Tindakan Kelas
Responden, P	:	Peneliti
Ss	:	Siswa
GBI	:	Guru Bahasa Inggris

P datang ke sekolah pada pukul 10.15 dan langsung menuju ke kantor untuk bertemu dengan GBI sebelum masuk kelas. P diberitahu oleh salah satu PTU bahwa GBI sedang tidak ada di tempat. P memberitahukan pada PTU bahwa maksud kedatangannya ke sekolah adalah untuk melaksanakan penelitian pada hari tersebut dan menjelaskan bahwa GBI telah memberi ijin untuk memulai kelas tindakan pada hari tersebut.
P kemudian dipertemukan dengan PTU yang mengurus perizinan penelitian. P menjelaskan perihal penelitian yang diambil dan mekanismenya. Setelah mendapat ijin, P langsung diantar menuju kelas X3 untuk melanjutkan perencanaan untuk melaksanakan penelitian pada hari tersebut.
P masuk ke kelas setelah dipersilahkan masuk oleh GBI yang ternyata sudah berada di kelas. Sebelum memulai kelas, P memberikan kertas " <i>observation guideline</i> " kepada GBI untuk mengamati kegiatan P dan juga Ss.
Setelah itu P memulai pelajaran dengan menanyakan kabar para siswa dan apakah ada siswa yang absen pada hari itu. Ss memberitahukan bahwa semua hadir pada hari itu. Sebelum memulai penjelasan materi baru, P sedikit bertanya mengenai pelajaran pada pertemuan yang lalu untuk melihat sejauh mana pengetahuan mereka tentang teks recount sendiri. Para Ss memperlihatkan apa yang mereka pelajari pada minggu sebelumnya mengenai teks recount.
Karena banyak siswa yang belum begitu paham dengan generic structure dari teks recount dan tujuan dari penggunaannya, maka sesuai dengan RPP yang telah disusun, P akan menjelaskan kembali mengenai generic structure dan memberikan pengetahuan mengenai language features apa saja yang ada dalam teks recount. P mulai memasuki materi utama kelas bahasa inggris pada hari tersebut dengan menanyakan pada Ss tentang pengalaman liburan mereka yang paling mengesankan. Beberapa siswa menjawab tapi dengan malu-malu.
P kemudian meminta salah satu siswa untuk menceritakan pengalamannya selama liburan semester kemarin. Siswa tersebut kemudian mengatakan bahwa dia pergi ke surabaya jawa timur selama liburan. Untuk mengantarkan siswa pada generic structure yang tepat dalam menceritakan cerita yang lalu, P menanyakan detail mengenai siapa, kapan, dimana, berapa lama, dsb untuk merujuk pada orientasi dari recount teks yang berfungsi memberikan pengenalan.
Kemudian P memancing siswa untuk menceritakan apa yang dilakukannya disana selama 2 hari, dimulai dari hari pertama secara mendetail kemudian dilanjut ke hari yang kedua dimana events dari teks diceritakan. Yang terakhir P menanyakan kesan yang didapat, "was the holiday fun?" dan siswa menjawab tapi dalam bahasa Indonesia "ya, fun lah miss". Kesan tersebut adalah bagian dari re-orientasi dari recount texts.

P kemudian memberikan model teks pada setiap Ss bertema “vacation”. Ss dimintamembaca sekilas isi teks kemudianP membecakan isi teks untuk memberikan model pronunciation yang jarang mereka dapat di dalam kelas dan meminta mereka untuk menirukannya untuk belajar menggunakannya secara langsung.
P menanyakan pada Ss apakah ada kata sulit yang mereka temui di dalam teks. Beberapa Ss menyebutkan kata yang mereka tidak tahu. P kemudian menanyakan pada seluruh kelas apa ada yang tahu arti dari tiap kata dalam teks yang telah dituliskan dipapan tulis. P meminta Ss untuk menulis vocab baru tersebut setelah semua arti sudah diinformasikan pada semua Ss.
P kemudian membahas isi teks dan menjelaskan bagaimana cerita dalam teks recount dibentuk melalui contoh yang diperlihatkan oleh teman mereka tadi dan teks ditangan mereka. P juga menginformasikan bahwa teks recount itu berfungsi menceritakan hal yang telah lalu seperti cerita yang sering mereka ceritakan pada teman tentang hal yang sudah terjadi namun dalam bahasa tertulis. Ss terlihat mulai memahami dengan sangat baik.
Setelah menanyakan pemahaman Ss, P kemudian memberitahukan pada siswa language features apa saja yang ada dalam recount texts. Kemudian P menjelaskan tentang penggunaan Proper nouns yang merupakan language feature pertama dari recount texts. P menjelaskannya dengan memberikan contoh perbedaannya dengan common nouns. Ss kemudian diminta untuk membuat kelompok diskusi secara berpasangan dengan teman sebangku.
P meminta Ss berdiskusi mengurutkan paragraph dari teks recount yang masih rumpang. Setelah itu bersama-sama membahas jawaban yang benar. P kemudian memberikan soal latihan pada siswa secara individu untuk menentukan mana kata yang masuk kategori proper dan common nouns. Setelah selesai, P meminta Ss untuk menukar pekerjaan mereka dengan teman sebangku dan meminta satu-persatu membacakan jawaban yang benar. Melihat dari hasil pembahasan latihan yang dilakukan di kelas, Ss terlihat tidak banyak menemukan kesulitan.
Sebelum kelas berakhir, P meminta Ss untuk mempersiapkan DJW mereka masing-masing. P kemudian meminta saran siswa mengenai tema yang akan mereka ambil untuk teks pertama. Setelah berdiskusi ditentukan bahwa mereka akan menulis cerita mereka selama di smp dulu. P memperingatkan siswa untuk mengerjakan sendiri sesuai kemampuan mereka. Para siswa terlihat masih enggan untuk menulis. Protes terus muncul karena mereka bingung bagaimana memulai untuk meulis.
Setelah semua teks telah terkumpul, P menutup kelas pada hari tersebut setelah menanyakan sedikit tentang apa yang mereka pelajari hari itu.

NO	: FN.08
Hari, Tanggal	: Jumat, 21 September 2012
Jam	: 10.30
Tempat	: Kelas X3
Kegiatan	: Tindakan Kelas
Responden, P	: Peneliti
Ss	: Siswa
GBI	: Guru Bahasa Inggris
P datang ke sekolah pada pukul 10.30 sesuai dengan permintaan GBI. Setelah lapor kepada satpam, P langsung menuju ke kelas X3 dan telah ditunggu oleh GBI sebagai kolaborator yang akan mengobservasi selama berlangsungnya proses belajar mengajar di kelas.	
P langsung dipersilahkan untuk memulai kelas bahasa inggris ketrampilan menulis segera. Setelah menanyakan kabar siswa dalam bahasa inggris, p menanyakan apakah ada siswa yang tidak masuk pada hari tersebut. Ss serempak menjawab bahwa semua siswa hadir. P kemudian bertanya sedikit tentang pelajaran yang telah lalu untuk mereview. P memberikan pertanyaan tentang “proper nouns dan common nouns” yang telah dipelajari pada pertemuan sebelumnya untuk melihat pemahaman siswa. Beberapa siswa terlihat sedikit lupa dengan perbedaan antara kedua jenis kata benda dalam bahasa inggris tersebut dan bertanya pada teman sebangku.	
Setelah selesai mereview, p kemudian mulai menjelaskan tentang materi pada hari itu yaitu language feature kedua dari recount texts yaitu penggunaan “simple past tense” pada teks recount. Pertama- tama P bertanya apakah siswa sudah tahu tentang bagaimana cara memberitahukan sesuatu yang telah lalu dalam bahasa inggris. Hanya beberapa Ss saja yang terlihat sudah tahu akan penggunaan past tenses untuk mengungkapkan sesuatu yang telah terjadi pada waktu yang lalu. P lalu menunjukkan pattern dari kalimat yang menggunakan “simple past tense” dalam verbal sentences. P memberikan contohnya dalam kalimat yang lengkap supaya siswa tahu bagaimana membuat kalimat dalam bentuk tersebut. P kemudian meminta salah satu siswa untuk membuat kalimat seperti yang telah dicontohkan oleh P. S3 membuat kalimat verbal dalam simple past tense “I went to my grandmother’s house yesterday”. P memberikan pujian karena S3 berhasil membuat kalimat dengan Benar.	

P kemudian menjelaskan bentuk simple past tense dalam bentuk nominal sentence dengan menunjukkan pattern-nya. Ss terlihat paham dengan perbedaan keduanya. P kembali meminta 2 orang siswa untuk membuat kalimat nominal dalam bentuk simple past. S6 memberikan contoh “I was very happy” dan S9 membuat kalimat “I was a student”. P puas dan kembali memberikan pujian untuk kerja yang bagus dan memberikan motivasi bagi siswa. Ss terlihat senang mendapat pujian sebagai tanda mata atas kerja bagus mereka. Setelah itu P menjelaskan tentang verbs dalam bentuk past tense bisa dikategorikan menjadi 2, yaitu: regular dan irregular verbs. Banyak dari Ss yang belum mengetahui tentang perbedaan tersebut. P kemudian menjelaskan lebih mendetail dengan memberikan contoh pertama dari regular V2 yang hanya butuh tambahan –ed diakhir kata: want-ed. Lalu P menjelaskan bahwa untuk irregular verbs para Ss harus menghafalkannya. P kemudian bertanya apakah masih ada kesulitan yang ditemukan dalam menggunakan kata kerja bentuk past. Seorang siswa protes bahwa “yang sulit itu kalo irregular kan kita gak apal miss, kalo yang regular bisa tinggal nambah –ed”. P kemudian membagikan daftar kata kerja irregular pada siswa untuk dipelajari dan dihapalkan. Para siswa terlihat senang karena ada panduan dalam menentukan bentuk V2 dari suatu kata. Beberapa siswa terlihat mulai mencari-cari arti kata yang sulit dalam kamus, beberapa memilih bertanya pada P tentang arti kata yang tidak mereka tahu.

P kemudian membagikan teks recount berjudul “my last lebaran” sebagai input text bagi siswa. Setelah itu P membacakan teks keras-keras dan meminta siswa untuk mendengarkan pronunciation P dan kemudian menirukan bersama-sama. Hal tersebut dilakukan untuk memfasilitasi siswa dengan model pronunciation yang benar agar Ss bisa belajar. Setelah selesai, P mengajak siswa untuk mencari kata sulit yang ada dalam teks. Beberapa siswa menanyakan kata yang belum merekatahu artinya.

P lalu meminta siswa berdiskusi dengan teman sebangku mengidentifikasi generic structure dari teks tersebut sekaligus mencari proper nouns yang ada dalam teks sambil mereview dan mengetes ingatan Ss akan pelajaran yang telah lalu. Setelah selesai, P membahas hasil diskusi Ss bersama-sama.

P kemudian meminta siswa untuk menyebutkan kata kerja V2 dalam teks dan meminta mereka untuk menyebutkan V1 dari tiap kata tersebut bersama-sama. P melanjutkan ke kegiatan selanjutnya yaitu merubah beberapa kata dalam bentuk V1 untuk diganti ke V2 dengan bantuan daftar irregular verbs yang telah diberikan sebelumnya secara individu. Setelah membahas hasil pekerjaan Ss, P meminta siswa untuk berdiskusi dengan teman sebangku membuat kalimat berdasarkan gambar yang telah disediakan. Setelah itu P memeriksa satu-persatu kalimat yang berhasil dibuat para Ss. Terakhir, P meminta siswa untuk secara individu merubah kalimat dari bentuk present tense ke dalam bentuk past tense. Dibandingkan dengan pertemuan pertama pada siklus pertama ini, hari kedua Ss terlihat sudah terbiasa dan lebih semangat dalam mengerjakan soal-soal. Beberapa masih malas untuk mengerjakan tapi kebanyakan sudah mulai mau berusaha belajar agar mendapat pengetahuan yang lebih baik. Buktinya saat P mengajak para Ss untuk membahas soal bersama-sama, semua siswa mampu menjawab dengan benar dan dengan semangat meneriakan jawaban bersama-sama.

Untuk kegiatan terakhir P meminta siswa untuk menulis dalam buku Dialogue Journal writing tentang pengalaman mereka pada hari lebaran yang lalu. Setelah 15 Menit, P meminta siswa untuk mengumpulkan buku di meja guru untuk diberikan respon oleh P dan dibagikan minggu depan. Beberapa Ss meminta koreksian untuk setiap kesalahan yang mereka buat dalam jurnal. P hanya memberikan koreksi untuk mereka yang menginginkannya, tetapi bagi Ss yang enggan tidak akan diberikan koreksi dan kritikan tetapi saran yang membangun.

P menutup kelas dengan doa dan meminta siswa untuk selalu belajar dan berlatih menulis kapan saja. Dan akhirnya kelas benar-benar berakhir dengan bacaan hamdalah. P menemui GBI sebentar untuk janji wawancara cycle 1.

NO	:	FN.09
Hari, Tanggal	:	Jumat, 28 September 2012
Jam	:	10.30
Tempat	:	Kelas X3
Kegiatan	:	tindakan kelas
Responden, P	:	Peneliti
Ss	:	Siswa
GBI	:	Guru Bahasa Inggris

P datang ke sekolah pada pukul 10.30 dan langsung menuju ke kelas X3. GBI yang sudah masuk kelas sebelumnya mempersilahkan P untuk segera memulai pelajaran. Setelah menyapa kabar para siswa dan memeriksa presensi, P membuka pelajaran pada hari tersebut.

P mengajak siswa untuk mereview pelajaran pada pertemuan sebelumnya dengan menanyakan beberapa pertanyaan yang dijawab dengan baik oleh para siswa. Segera P membahas materi selanjutnya, dengan memberikan model teks terlebih dahulu. Teks yang diberikan adalah recount text dalam bentuk letter. Tema dari teks recount pada hari tersebut adalah “birthday”.
P pertama-tama membacakan isi teks untuk memberikan model pronunciation, setelah itu siswa diminta menirukan bersama-sama pengucapannya. P menanyakan beberapa kata dalam teks untuk mengecek pembendaharaan kata Ss dalam bahasa inggris. Ss menyebutkan arti yang mereka ketahui dan menanyakan arti kata yang baru bagi mereka.
Setelah itu, P mengajak siswa untuk mengidentifikasi beberapa adjectives dan adverbs yang ditemukan dalam teks dan menanyakan pada siswa apa yang mereka ketahui tentang penggunaan kata-kata tersebut. Beberapa siswa sudah mengetahui perbedaan antara keduanya dan penggunaannya dalam sebuah kalimat maupun kata.
P kemudian memberikan penjelasan bagaimana pentingnya penggunaan keduanya untuk detail dari suatu pernyataan dan pentingnya mengekspresikan kata dalam recount teks menggunakan keduanya.
Setelah menanyakan pemahaman siswa dan memberikan contoh kata-kata dalam adjective, P meminta Ss untuk membuat satu kalimat tentang teman sebangku menggunakan sekurang-kurangnya satu adjective. Ss sangat antusias membuat kalimat untuk menjelaskan karakteristik, sifat dan penampilan teman sebangku mereka. Mereka dengan semangat dan antusias memikirkan adjective yang lucu untuk temannya. Terlihat gelak tawa meramaikan kelas hari itu. P juga ikut bersemangat melihat para Ss, dimana mereka bisa belajar sambil bermain.
Selesai dengan adjective, P meminta kelas untuk dibagi menjadi dua kelompok. P mengajak siswa untuk melakukan permainan untuk belajar adverb dengan judul “acting adverb”. Di sini siswa pertama-tama diminta menyebutkan beberapa kata kerja dalam bahasa inggris yang kemudian ditulis langsung oleh P di papan tulis. Kemudian P minta siswa untuk menyebutkan beberapa kata sifat atau adjectives yang sudah mereka pelajari tadi. Dan lagi-lagi P menuliskannya di papan tulis. P kemudian membuat contoh bagaimana adjectives bisa berubah menjadi adverbs dengan menambahkan -ly di tiap akhir kata. Setelah itu P meminta Ss untuk mulai melakukan hal yang sama untuk setiap kata yang telah di tulis di papan tulis.
Dengan adverb yang telah didapat, P minta Ss untuk membuat verb phrase yang terdiri dari verb dan adverb yang menjelaskan verb. Dari kata-kata tersebut nantinya Ss akan membuat kalimat dengan subjek dari nama teman mereka sendiri dan yang ditunjuk namanya harus memperagakan sesuai kalimat yang dibuat.
Sebelum memulai game, P meminta dua blok untuk membuat nama grup mereka dengan kata yang unik.

Seisi kelas sangat antusias membuat kata untuk grup mereka. Ada yang menyarankan grup “angry”, “cool”, “cute”, dll. Akhirnya ditentukan salah satu bernama grup “crazy” dan yang satunya grup “sweet”. Disini terlihat bahwa Ss semakin nyaman dengan P setelah banyaknya dialog yang mereka lakukan dalam DJW yang membuat ikatan keduanya semakin erat dimana mereka semakin nyaman satu sama lain. Masing-masing wakil grup maju untuk suit menentukan siapa yang mulai terlebih dahulu. Grup crazy mulai berdiskusi membuat kalimat yang kemudian diteriakkan bersama-sama “afifah is swimming beautifully”. P kemudian minta siswa tersebut untuk maju ke depan dan memperagakannya dengan benar. Para Ss yang melihat tidak dapat menahan gelak tawa karena aksi temannya yang lucu. Kemudian dilanjutkan oleh grup sweet dan selanjutnya hingga kata-kata di papan tulis habis dipaai.

Sisa waktu digunakan untuk menulis pengalaman ulang tahun mereka yang paling mengesankan. Setelah selesai, Ss mengumpulkan jurnal yang mereka tulis pada P untuk mendapatkan respon.

P kemudian segera menutup kelas setelah mendengar bel tanda waktu istirahat untuk sholat jumat. Setelah pamit pada GBI, P langsung pulang dari sekolah.

NO	: FN.10
Hari, Tanggal	: Jumat, 5 Oktober 2012
Jam	: 10.15
Tempat	: Kelas X3
Kegiatan	: tindakan kelas
Responden, P	: Peneliti
Ss	: Siswa
GBI	: Guru Bahasa Inggris

P datang ke sekolah pada pukul 10.15 dan langsung menuju ke kelas X3. GBI yang sudah masuk kelas sebelumnya mempersilahkan P untuk segera memulai pelajaran. Setelah menyapa kabar para siswa dan memeriksa presensi, P membuka pelajaran pada hari tersebut.

P mengajak siswa untuk mereview pelajaran pada pertemuan sebelumnya dengan menanyakan beberapa pertanyaan yang dijawab dengan baik oleh para siswa.

Segera P membahas materi selanjutnya, dengan memberikan model teks terlebih dahulu. Teks yang diberikan adalah recount text dalam bentuk “eyewitness account”. Tema dari teks recount pada hari tersebut adalah “eyewitnessing phenomena and insidents”.

P pertama-tama membacakan isi teks untuk memberikan model pronunciation, setelah itu siswa diminta menirukan bersama-sama pengucapannya.



P menanyakan beberapa kata dalam teks untuk mengecek pembendaharaan kata Ss dalam bahasa Inggris. Ss menyebutkan arti yang mereka ketahui dan menanyakan arti kata yang baru bagi mereka.

Setelah itu, P mengajak siswa untuk mengidentifikasi beberapa time connectives yang ditemukan dalam teks dan menanyakan pada siswa apa yang mereka ketahui tentang penggunaan kata-kata tersebut. Beberapa siswa sudah mengetahui penggunaannya dalam recount texts untuk memberikan detail tentang waktu kejadian tiap event. P kemudian memberikan penjelasan bagaimana pentingnya penggunaannya dalam teks recount untuk memberikan detail. P kemudian menyebutkan beberapa contoh time connectives dan meminta Ss untuk mencatatnya dalam buku mereka. P kemudian memberikan teks recount yang masih belum lengkap untuk diisi kata-kata yang telah disediakan dalam table. Setelah itu bersama-sama P dan Ss membahas jawaban yang benar dari tiap soal.

P kemudian meminta kelas untuk dibagi menjadi 5 kelompok. P meminta Ss untuk bekerja dalam kelompok untuk membuat sebuah teks recount dengan tema yang mereka setuju bersama-sama. P menjelaskan pentingnya team work dalam mengerjakan teks tersebut, karena siswa tidak boleh berdiskusi selama pengerjaan teks. Tiap grup harus menentukan siapa yang menulis bagian orientation, event-event, dan re-orientation, terakhir yang merevisi keseluruhan teks. Teks terbaik akan diberikan hadiah atas pekerjaan bagus yang dilakukan siswa dalam tim. P memberikan waktu 5 menit untuk tiap siswa menulis bagian mereka.

Setelah selesai P membaca teks para siswa ketika kelas diambil alih sebentar oleh GBI untuk memberikan kisi-kisi ujian tengah semester siswa. Setelah ditentukan pemenangnya, P memberikan hadiah pada kelompok terbaik.

Karena waktu sudah habis, P menutup kelas pada hari tersebut dengan hamdalah. Sebelum meninggalkan kelas P, menginformasikan pada siswa bahwa pertemuan hari itu adalah hari terakhir dan minggu depan akan diadakan post-test. P kemudian pamit pulang.

NO	:	FN.11
Hari, Tanggal	:	Jumat, 12 Oktober 2012
Jam	:	11.00
Tempat	:	Kelas X3
Kegiatan	:	Post-Test
Responden, P	:	Peneliti
Ss	:	Siswa
GBI	:	Guru Bahasa Inggris

P datang ke sekolah pada pukul 11.00 sesuai dengan instruksi dari GBI. Setelah melapor ke pos satpam, P langsung menuju ke kelas untuk melaksanakan post test pada hari tersebut.

<p>GBI yang sudah berada dikelas sebelumnya menyambut p untuk masuk dan mempersilahkan p untuk segera memulai pelaksanaan post-test hingga nanti jam 12.00.</p>
<p>P membuka kelas dengan menanyakan kabar para siswa yang terlihat lemas karena kecapekan. Ss merasa enggan untuk melaksanakan post test pada hari tersebut. p meyakinkan bahwa setelah hari ini mereka tidak perlu lagi menulis teks recount karena hari tersebut adalah hari terakhir. Ss akhirnya setuju untuk memulai pelaksanaan post-test.</p>
<p>P memberikan tema kepada para siswa dan meminta siswa menulis sesuai dengan pengalaman mereka yang berhubungan dengan tema. Ss mulai terlihat tenang dan mulai mengerjakan pekerjaan mereka masing-masing. Beberapa sibuk mengingat pengalaman mereka, dan beberapa sibuk menyusun kalimat dalam bahasa inggris. P dan kolaborator mengawasi dari depan dan mengontrol agar kelas tetap tenang selama pelaksanaan post-test.</p>
<p>Setelah lonceng tanda jam pelajaran telah selesai berbunyi, p meminta ss untuk berhenti menulis dan segera mengumpulkan hasil pekerjaan mereka karena waktu telah habis. Beberapa siswa protes karena mereka belum selesai dengan pekerjaan mereka. Setelah diberi waktu tambahan selama 5 menit, ss mengumpulkan pekerjaan mereka ke meja guru. Dan akhirnya tuntas lah proses post-test pada hari tersebut.</p>
<p>Sebelum meninggalkan kelas, p memberikan sedikit sambutan untuk mengungkapkan rasa terima kasih atas partisipasi dan bantuan dari ss di kelas X3 dan memohon maaf atas semua kesalahan yang di sengaja ataupun tidak disengaja. Ss menjawab bahwa mereka juga berterima kasih atas kehadiran P dikelas untuk pelaksanaan penelitian dan memohon maaf atas segala kesalahan mereka selama ini. P kemudian menyerahkan kenang-kenangan pada para siswa sebagai ungkapan rasa terima kasih. Ss dengan senang hati menerima hadiah dari p, dan mengucapkan terima kasih banyak. P kemudian berapmitan dengan ss satu per satu. P berjanji untuk kembali dengan buku jurnal ss untuk dikembalikan pada mereka sekaligus menyerahkan hadiah bagi siswa dengan jurnal terbaik.</p>

**B.**

**INTERVIEW  
GUIDELINES AND  
TRANSCRIPTS**

## INTERVIEW GUIDELINES

These are some questions which will be asked to the students of X3 class and the English teacher as collaborator before, during, and after the implementation of using dialogue journal writing to improve students' skills in writing recount texts.

### A. IN THE RECONNAISSANCE PROCESS

GURU	<ul style="list-style-type: none"> <li>a. Menurut ibu apakah murid-murid kelas X3 menyukai mata pelajaran bahasa inggris, terutama dalam skill writing?</li> <li>b. Apakah menurut anda writing skill itu penting bagi siswa?</li> </ul>
	<ul style="list-style-type: none"> <li>c. Apasaja kesulitan yang ditemui siswa dalam proses belajar bahasa inggris untuk ketrampilan menulis, terutama dalam teks recount?</li> <li>d. Apa saja permasalahan yang sering ibu temui selama proses belajar mengajar dikelas X3 pada skill writing?</li> <li>e. Apa saja kegiatan yang biasa dilakukan selama kelas writing?</li> <li>f. Apakah siswa sudah dibiasakan untuk menulis dalam bahasa inggris terutama teks recount?</li> <li>g. Menurut anda bagaimana dengan kemampuan menulis siswa sendiri terutama dalam menulis teks recount?</li> <li>h. Apa usaha yang anda lakukan untuk meningkatkan kemampuan menulis siswa, terutam dalam penggunaan teks recount khususnya?</li> <li>i. Bagaimana pendapat anda mengenai rencana penggunaan Dialogue Journal Writing untuk meningkatkan kemampuan menulis siswa, terutama dalam teks recount?</li> </ul>
SISWA	<ul style="list-style-type: none"> <li>a. Apakah kalian senang belajar bahasa inggris, terutama ketrampilan menulis? Kenapa?</li> <li>b. Menurut kalian mudah atau tidak menulis teks dalam bahasa inggris?terutama teks recount?</li> <li>c. Apakah kalian sering melakukan aktifitas menulis dalam bahasa inggris?</li> <li>d. Apakah kalian percaya diri untuk menulis teks dalam bahasa inggris khususnya teks recount?</li> <li>e. Apakah guru memfasilitasi kalian dengan aktifitas yang membantu kalian menulis bahasa inggris?</li> <li>f. Apakah saja kesulitan yang kalian selama belajar bahasa inggris writing skill, terutama dalam teks recount?</li> <li>g. Apa saja usaha yang kalian lakukan untuk mengatasi kesulitan yang kalian temui selama belajar menulis dalam bahasa inggris, terutama teks recount?</li> <li>h. Apakah kalian suka diberikan koreksi mengenai tulisan kalian? Kenapa?</li> </ul>

## B. DURING THE IMPLEMENTAION OF THE ACTIONS

### CYCLE 1

GURU	a. Bagaimana pendapat anda mengenai kemampuan siswa dalam ketrampilan menulis di cycle 1 ini?
	b. Bagaimana pendapat ibu mengenai kegiatan yang dilakukan dan penggunaan DJW dikelas selama ini? c. Bagaimana dengan penyampaian materi yang saya lakukan di kelas? d. Menurut ibu, apa saja kekurangan yang ada pada cycle 1 ini? e. Apakah saja saran yang bisa anda berikan untuk cycle selanjutnya? f. Apakah kemampuan menulis teks recount siswa mengalami kemajuan dalam cycle ini?
SISWA	a. Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?
	b. Bagaimana pendapat kalian mengenai penggunaan DJW selama ini? c. Apa sajakah kesulitan yang kalian temui selama cycle 1 ini? d. Bagaimana dengan penyampaian materi, apakah sudah jelas? e. Kekurangan apa yang kalian rasakan selama cycle 1 ini? f. Kegiatan yang seperti apakah yang kalian harapkan di kelas menulis bahasa inggris teks recount pada cycle ini?

### CYCLE 2

GURU	a. Bagaimana penilaian anda terhadap kemampuan siswa dalam ketrampilan menulis siswa di cycle 2 ini?
	b. Menurut anda, apa sajakah kekurangan yang ada pada cycle 2 ini? c. Apakah kegiatan yang dilakukan dalam cycle 2 ini sudah baik menurut anda? d. Apa pendapat anda mengenai penggunaan Dialogue Journal Writing untuk meningkatkan kemampuan siswa dalam menulis bahasa inggris khususny dalam teks Recount? e. Apakah menurut anda penggunaan DJW bisa meningkatkan kemampuan siswa dalam menulis teks Recount? f. Kemajuan dari segi apa saja yang dicapai siswa selama menggunakan Dialogue Journal Writing? g. Apakah kekurangan yang anda lihat dari penggunaan Dialogue Journal Writing selama kegiatan belajar mengajar bahasa inggris ketrampilan menulis? h. Bagaimana menurut anda dengan pemberian respon pada setiap tulisan yang di buat oleh masing-masing siswa?

SISWA	a. Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?
	b. Apa sajakah kesulitan yang kalian temui selama cycle 1 ini? c. Kegiatan yang seperti apakah yang kalian harapkan di kelas menulis bahasa inggris teks recount pada cycle ini? d. Apa pendapat kamu mengenai penggunaan Dialogue Journal Writing? e. Apakah kamu merasa bahwa penggunaan Dialogue Journal Writing bisa meningkatkan kemampuan kamu dalam menulis teks Recount? f. Kemajuan apa saja yang kalian dapatkan selama pelaksanaan kegiatan menulis teks Recount menggunakan Dialogue Journal Writing? g. Apakah kesulitan terbesar yang kalian hadapi selama menulis dalam Dialogue Journal Writing? h. Bagaimana menurut kamu dengan adanya respon yang diberikan oleh guru mengenai tulisan kalian dalam Dialogue Journal Writing? i. Apakah respon yang diberikan bermanfaat bagi kalian?apa saja manfaat yang kalian dapatkan?

Nomor	: Interview 1
Hari, Tanggal	: jumat, 31 agustus 2012
Tempat	: Kantor guru
Responden	: Peneliti (P) Guru Bahasa Inggris (GBI)
P:	Assalamualaikum ustadzah.....
GBI:	owh, wa'alaikum salam mbak Arin.
P:	ini mohon maaf ya ustadzah saya minta ijin waktunya sebentar.
GBI:	oh iya tidak apa-apa.
P:	begini ust, saya membutuhkan data untuk mengetahui bagaimana kegiatan belajar mengajar dikelas X3 yang ustadzah ampu khususnya untuk kelas writing. Langsung dimulai saja ya ust?
GBI:	owh iya silahkan mbak arin.
P:	menurut ustadzah, apakah siswa-siswa kelas X3 ini menyukai mata pelajaran bahasa inggris, khususnya untuk skill writing?
GBI:	kalau untuk pelajaran bahasa inggris sendiri memang beberapa anak ada yang sangat menyukai. Tapi beberapa anak memang rata-rata tidak begitu suka. Dan kalau dari skill writing itu kemampuan anak-anaknya masih bisa terbilang rendah ya. Dan minat untuk menulisnya juga kurang. Kurang gimana ya, hmm, kurang minat begitu. Tapi kalau itu ditekankan terus menerus insya Allah anak-anak kemampuannya bisa lebih meningkat untuk skill writing.
P:	kalau menurut ustadzah, kesulitan yang biasa ditemui siswa dalam proses belajar mengajar itu terutama untuk skill writing apa saja ya us?
GBI:	kalau anak-anak itu biasanya kesusahannya ada dalam vocabulary, grammar ya juga kadang kesulitan. Kalau untuk text organization kadang juga sudah bagus ya. Tapi untuk sentence organization nya kadang masih berantakan. Kurang bagus karena mereka pengetahuan tentang tenses masih kurang bagus juga.
P:	kalau untuk teks recount sendiri apakah ustadzah juga menemui kesulitan yang hampir sama dengan teks-teks lain?
GBI:	kalau untuk teks recount, iya. Teks recount kan menulisnya harus pakai past tense gitu ya. Tapi masih banyak anak-anak yang menggunakan present tense dan vocabnya tu masih kurang bagus, kadang-kadang mereka masih mengulang vocab yang sama terus atau kalau tidak jadi tulisannya jadi pendek.
P:	jadi mereka belum lancar ya us nulisnya? <i>fluency</i> dalam menulis masih terbatas?
GBI:	terutama dalam <i>fluency</i> mereka masih sangat tersendat-sendat gitu ya. Ya bisa dikatakan masih sangat kurang.

P:	kalau menurut ustadzah sendiri apakah skill writing itu penting bagi para siswa.
GBI:	owh, jelas mbk arin, ya penting sekali sebenarnya karena untuk sekarang ini memang selain speaking kan kita juga harus ditekankan untuk bisa menulis, membaca, dan juga mendengarkna dalam bahasa inggris ya. Dan skill writing kan juga penting untuk anak-anak kedepannya nanti kan dituntut untuk dalam dunia kerja mereka harus bisa menulis, harus bisa mengungkapkan ekspresi atau kata dalam tulisan.
P:	karena ukuran kecerdasan akademis sendiri juga dilihat dari tulisan jg ya us.
GBI:	iya, benar sekali.
P:	selanjutnya mengenai kemampuan siswa dalam skill writing sendiri bagaimana ustadzah?
GBI:	saya rasa belum begitu bagus rata-rata. Tapi ada memang yang sudah sangat bagus. Walaupun juga banyak yang masih di bawah. Tapi kalau siswa-siswa di kelas X3 ini sebenarnya rata-rata kemampuannya sama. Ya ditengah-tengah lah. Tidak ada terlalu menonjol dan tidak ada yang terlalu jelek-jelek banget lah.,hehe.
P:	apakah ustadzah biasanya sering melaksanakan kegiatan menulis dikelas writing?
GBI:	kebetulan karena ini masih semester wala gitu ya. Jadi saya masih ada di kegiatan reading karena itu juga digunakan untuk nanti mid dan final gitu.
P:	apakah para siswa ini termotivasi dalam kegiatan menulis? Maksudnya mudah atau tidak sih us untuk menyuruh mereka menulis dalm bahasa inggris?
GBI:	owh, susah sekali mbak. Kebanyakan itu karena mereka kurang termotivasi mbak arin. Jadi mereka kesulitan di grammar, vocab, jadi mereka susah diajak menulis gitu. Jadi ya kesulitan itu bikin mereka malas.
P:	usaha dan upaya apa sih yang ustadzah lakukan untuk meningkatkan kemampuan menulis siswa? Terutama untuk teks recount?
GBI:	saya biasanya menggunakan media gambar mbak. Jadi kalau memeberi soal itu saya pakai gambar. Seperti kemarin saya juga pakai gambar untuk biar mereka bisa menceritakan isi gambar itu.
P:	karena gambar lebih menarik ya us.
GBI:	iya betul. Rencananya juga untuk ujian mid semester saya juga pakai gambar. Karena menurut saya lebih menarik minat siswa dari pada hanya memberikan tugas menulis yang biasa.
P:	kalau pendapat ustadzah sendiri mengenai perencnaan penggunaan



	Dialogue Journal writing untuk skill writing khususnya dalam teks recount ini bagaimana ustadzah?
GBI:	oh, saya sangat mendukung sekali ya.
P:	kemarin sudah membaca detail mengenai dialogue journal dari proposal yang saya berikan kan ust?
GBI:	oh iya sudah. Ya ini metode baru ya. Ya yang maksudnya belumpernah digunakan di sekolah ini. Ini digunakan yang diutamakan untuk fluency dalam menulis gitu ya.
P:	iya us, fluency yang nantinya juga bisa meng-improve accuracy dari tulisan siswa.
GBI:	karena kalau mereka bisa fluent dan juga terus diberi pengetahuan mengenai grammar jadi mereka lebih mudah untuk menulisnya. Ini mungkin bisa jadi media yang sangat effective ya untuk meningkatkan kemampuan siswa dalam bahasa inggris.
P:	karena siswa kan juga butuh ini ya us, media begitu untuk menulis apa yang ada dipikiran mereka dan juga pengalaman mereka. Dan untuk belajar menulis kalau mereka tidak disuruh practice kapan mereka bisa menulis gitu kan us.
GBI:	iya, betul, hehe.
P:	sepertinya sudah cukup wawancara untu hari ini ust. Terima kasih ust atas waktunya. Mohon maaf sekali lagi sudah mengganggu.
GBI:	gak apa-apa mbak arin sama-sama.
P:	wassalamualaikum ustadzah.
GBI:	wa'alaikumsalam.

Nomor	: Interview 2
Hari, Tanggal	: jumat, 31 agustus 2012
Jam	: 12.30
Tempat	: kelas X3
Responden	: Penelti (P) Siswa (S8) (S25)
P:	Kenalan dulu namanya siapa?
S25:	nama saya indah milani sari biasa dipanggil indah.
S8:	nama saya anisa dyah murdiani biasa dipanggil dyah.
P:	oke, sekarang miss mau nanya dulu ya dik. Pertama-tama apa saja sih kesulitan yang kalian temui ketika harus menulis dalam bahasa inggris terutama teks recount.
S25:	kalo saya to be tobenya kayak gitu loh kak.
P:	owh, grammarnya berarti?

S25:	apa ya susah nempatinya tuh. Gak tahu ini bagian mana, itu bagian mana.
P:	berarti tenses dan organizing sentence yang belum begitu paham. Kalo dyah ada kesulitan gak?
S8:	yang pas pergantian kata itu loh kak. Kayak verb 2 kan gantinya – ed ganti –ing, gak tahu kapan berubah jadi verbs 2 atau verbs 3.
P:	kalo urutan generic structure atau text organization tu gimana? Susah gak?
S25:	kadang iya ada. Karena itu kak kurang memahami bahasa inggris.
P:	tapi biasanya kalo setelah dijelaskan?
S25:	iya ngerti sih kak. Tapi nanti kalau udah lama gak dijelasin lagi jadinya lupa.
P:	owh tapi pas dijelasin bisa.
S25:	iya bisa
S8:	tapi kalau harus nulisnya juga jadi bingung.
P:	terus kalau menurut kalian metode mengajar ustadzah itu bagaimana? Sudah pas kah menurut kalian? Sudah enak atau mungkin kurang menarik begitu? Membosankan atau sudah baik?
S25:	ya kayak yang tadi itu kak.
S8:	soalnya ustadzah masih baru masuk.
P:	yang kemarin kegiatannya ngapain?
S25:	kemarin pake lagu.
P:	kalo pas ngajar suka pakai ceramah atau diskusi.
S25:	kadang ceramah tapi kadang ya nulis aja kak di papan tu
P:	pernah ada games atau dikasih media gambar atau video mungkin?
S25, S8:	belum pernah kak.
P:	jadi menurut kalian kegiatannya kurang menarik.
S8:	ya kurang sih kak. Dan kadang juga gak paham tu.
P:	biasanya kalian pada ngantuk juga ya kalo di kelas kayak tadi?
S25:	kalo mboseni ya ngantuk. Tergantung sih kak. Guru nya enaknya pa gak ngajarnya.
P:	biasa nya kalau menulis kesulitan ide gak kalian?terutama di teks recount.
S25:	kalau aku susah kak. Ya apa ya to be tobe belum bisa.
S8:	emm..., gak sih kak banyak pengalaman.
P:	kalo ide ceritanya indah susah?
S25:	kalo nyari ide sih bisa.
P:	kalian biasanya mengarang sudah mandiri atau masih ada diskusi?
S25:	gak mbak.
S8:	udah sendiri-sendiri.
P:	pas kelas writing selain kegiatan nulis ada apa lagi? Kayak dikasih task-task gitu mungkin?

S25: ya biasanya gitu mbak.  
 S8: jawab-jawab soal gitu.  
 P: kalian biasanya dikasih model teks gak sama guru sebelumnya atau cumin dijelasin aja?  
 S25: dijelasin langsung.  
 S8: iya.  
 P: berarti gak ada model teks gitu?  
 S25: tapi kadang kita cari yang di buku itu.  
 S8: Kalau kita gak dapet dari guru dis depan, kita nyatet dari buku.  
 P: hmmm...,  
 S25: suka sering bingung, karena guru kadang gak nulis didepan. Kayak rumus-rumus jadinya jadi bingung.  
 P: kalo soal berdasarkan teks biasanya ada gak?  
 S8: ka nada ceritanya gitu. Jadi misalnya kayak apa namanya? Ada A, B, C trus disuruh milih gitu. Tapi yang ada di buku.  
 P: berarti kegiatan selain menulis ya menjawab soal-soal gitu dari buku ya. Akalu pas pelajaran kalian dikasih model pronunciation gak sama ustadzah?  
 S8: kalau kemarin iya sih dikasih tahu kalo ngomongnya tu kayak gini.  
 P: kesulitan lain yang kalian temui pas pelajaran di kelas ada lagi gak?  
 S25: itu kak, gurunya kadang buat ngajar pakai bahasa inggris terus. Jadi kasihan yang yang belum tahu artinya apa itu.  
 P: beliau Cuma pengen ngasih contoh buat kalian. Biar kalian tahu. Soalnya penting buat biasain kalian denger bahasa inggris. Kalau dari vocabulary gimana. Sering kesulitan gak vocab.  
 S8: tergantung kalo misalnya kata-katanya udah tahu ya gampang tapi kalo masih asing ya susah.  
 P: oke, kayaknya udah cukup sekian dulu untuk wawancara hari ini ya. Makasih udah maw bantuin kakak.  
 S25: iya kak. Sama-sama.  
 S8: besok udah gak wawancara lagi?  
 P: ya mungkin lagi kalau sudah di akhir penelitian. THANKS Ya.  
 S8: hmmm..., iya.

Nomor	: Interview 3
Hari, Tanggal	: Jumat, 7 September 2012
Jam	: 12.45
Tempat	: Kelas X3
Responden	: Peneliti (P) Siswa (S2) (S6) (S16)
P:	Perkenalan dulu ya namanya siapa aja.
S6:	nama saya annisa fadhilah husna
S2:	saya afifah fadhilatul ummah.
S16:	nama saya fadhilah amaliya.
P:	pertama-tama kakak mau Tanya kesulitan apa aja sih yang biasa kalian temui ketika harus menulis dalam bahasa inggris?
S6:	emmh, apa ya? (Sambil melirik teman disampingnya).
P:	menulis dalam bahasa inggris terutama kalo kemaren seperti recount text gak ada kesulitan?
S6:	Gak sih.
P:	gak terlalu susah berarti menurut kamu. Berarti gak ada masalah secara grammatical aspek atau yang lainnya?
S6:	mungkin biasanya susahny kalau nyari ide udah mentok gitu.
P:	berarti gak ada ya kalo kesulitan grammar atau vocab?
S6:	(menggelengkan kepala)
P:	kalau kamu?
S2:	tenses sama vocab kak.
P:	owh, tense sama vocab. Apa aja kesulitannya di tense?
S2:	gak tahu tapi masih bingung sampek sekarang.
P:	hmm, kalo vocabulary nya?
S2:	kalo kata-kata baru yang masih asing ya gak ngerti.
P:	jadi kalau diminta nulis susah dan bingung mau pakai kata apa gitu? Terus cara ngatasinnya biasanya gimana?
S2:	kalau kesulitan nanya atau kalo gak ya cari di kamus.
P:	kalau kamu ada kesulitannya gak?
S16:	vocabnya kak.
P:	vocab juga. Dan cara kamu mengatasinya gimana?
S6:	biasanya lihat di kamus atau nanya sama temen.
P:	kalau teks recount sendiri kalian gimana ada kesulitan gak?
S6:	gak sih gak terlalu susah kalau menurut ku.
S2:	biasanya susah nyari verb 2 nya tu apa gitu sama nyusun kalimat.
S16:	untuk recount text insya Allah gak ada.
P:	kalau untuk masalah penyusunan paragraph text seperti generic structure dimana kalian harus orientation dulu gitu sebelum ke

	event dst.
S6:	gak ada kalau aku.
S2:	masih suka ketuker bingung bedanya tu kayak gimana pas orientasi, trus ngmng ap pas re-orientasi kayak gitu lah.
S16:	lumayan udah sih walau kadang juga gak yakin. Soalnya baru nulis sekali.
P:	kalau untuk kelas writing sendiri selama ini gimana? Kegiatan apa yang biasa dilakukan di kelas?
S6:	apa ya? Iya speaking.
P:	kalo yang pas writing.
S6:	owh writingnya.
P:	iya, metode mengajarnya biasanya gimana? Ceramah aja atau diskusi atau apa?
S6:	ganti-ganti sih.
S16:	kadang ada diskusi kelompok, ada yang mandiri atau juga tugas perorangan.
P:	biasanya tugas nya kayak gimana. Coba contohnya kalau di tugas perorangan.
S2:	biasanya ngambil dari buku gitu.
P:	owh ngambil dari buku. Berarti kalian dikasih contoh model teks dari buku juga? Ada model teks gak sih atau kayak kemarin Cuma langsung dijelasin generic structure aja.
S6:	contoh teks gitu. Kayak kemarin tu disuruh nyari contoh event-event gitu.
P:	kalau menurut kalian udah baik dan enak gak sih cara ngajar ustadzah?
S6:	menurut ku udah lumayan jelas gitu lo.
S2:	kadang masih bingung ya gara-gara tadi itu vocab.
S16:	kalau jelasinnya kalau aku sih udah enak aja sih.
P:	media apa aja sih yang biasanya dipakai?
S6:	ya LCD, kemarin kita dengerin lagu terus disuruh nulis liriknya di tempat yang masih kosong.
P:	berarti ada ditayangin video macem-macem gitu pakai laptop.
S6:	gak cuman denger aja.
P:	berarti belum banyak kegiatan yang khusus ke writing ya? Oke kalau gitu cukup segini dulu. Makasi banyak ya waktu dan bantuannya.
S6:	iya kak.
S2:	sama-sama kak.

Nomor	: Interview 4
Hari, Tanggal	: Jumat, 7 September 2012
Tempat	: kelas X3
Responden	: Peneliti (P) Siswa (S1) (S20)
P:	Adik-adik minta waktunya buat wawancara sebentar aja bisa gak?
S1:	iya kak.
S20:	ayo bisa aja mbak.
P:	oke, langsung mulai ya. Yang keras suaranya.
S1:	namanya adjeng rizkyani setyorahayu.
S20:	nama saya Halima tusa'diyah.
P:	oke adjeng sama ima ya. Pertama-tama kakak mau Tanya kegiatan yang selama ini kalian lakukan selama kelas bahasa inggris untuk skill writing apa aja sih?
S1:	apa ya kegiatannya gitu-gitu aja.
P:	contohnya apa? Mungkin disuruh nulis teks atau gimana.
S1:	a, apa ya?
S20:	kemarin listening.
P:	kalau untuk kelas writing masa kalian listening.
S1:	soalnya masih baru masuk sih.
S20:	paling kayak kemarin disuruh jawab pertanyaan dari teks dari buku gitu aja sih.
P:	terus kesulitan apa saja yang kalian temui dalam menulis dalam bahasa inggris terutama untuk teks recount ini?
S1:	nyusun kata-katanya sih kak.
P:	susahnya gimana?
S1:	misalnya kalau inggris kan biasanya ada kata yang harus dibalik duluan gak kayak bahasa Indonesia gitu. Atau misalnya harus nyari verb ke 2 nya apa segala kan susah.
P:	jadi kesulitan kamu nyusun kalimat dan juga grammar dari segi pembentukan present ke past tense gitu ya.
S1:	iya.
P:	kalau kamu sulitnya dimana?
S20:	nyari verb 2 itu sama apa ya harus pakai di balik-balik gitu juga sih.
P:	Kalau aspek lain seperti vocabulary atau spelling penulisan kata, tanda titik, koma dan juga organisasi teks seperti urutan generic structure tu susah gag?
P:	ajeng dulu gimana?
S1:	masalahnya, hmmm apa ya. Ya itu juga semua susah lah kak. Ribet bener. Tapi kalau urutan generic tu sih gak susah, gampang. Cuma kata-katanya sama milih apa yang mau diceritain tu susah.

S20: haha,, iya macem-macem banget. Iya, sama susah nyari inspirasi kak.

P: tapi kan kalau pengalaman kalian punya banyak banget kan.

S1: iya sih, tapi capek harus buka tutup kamus mulu.

P: kalau menemui kesulitan semacam itu apa sih usaha yang kalian lakukan?

S1: hmmm, gimana ya?

S20: sembarangan aja yang penting nulis gitu.

P: Kalau kalian sendiri secara pribadi suka gak sih nulis dalam bahasa inggris?

S1: kalau aku gak begitu suka.

P: kenapa?

S1: kan banyak aturannya gitu kak. Gak paham semuanya tu macem-macem. Harus ini itu.

S2: iya, lagian nulis dalam bahasa Indonesia aja susah apa lagi harus bahasa inggris. Grammarsnya gak tahu, vocab juga gak.

P: jadi menurut kalian skill writing tu susah gitu, jadi males nulis juga?

S1: ya enak kan speaking. Kan writing pilihan katanya harus sesuai lah. Ya gitu deh.

S20: lagian kita juga jarang ada kegiatan yang writing-writing gitu di kelas lebih sering di speaking atau gak reading aja tu.

P: kalau selama ini kalian cukup termotivasi gak untuk belajar menulis dalam bahasa inggris terutama di recount texts?

S1: kalau aku jujur kurang ngerti ya dari penjelasan guru. Biasanya jelasin nya tu kecepetan menurutku. Ada juga yang langsung to the point gitu lo. Terus kan aku dari papua gitu guru-guru nya juga kurang pas gitu. Gurunya jarang masuk jadinya sering gak paham gitu lho. Ya bisanya Cuma nebak-nebak aja sih.

S20: kalau aku sih pas dijelasin paham tapi pas waktu praktek langsung blank lagi.

P: apa pendapat kalian mengenai metode dan style guru dalam mengajar?

S1: kalau sutadzah tu kan lagi hamil dan suaranya tu kecil jadinya kita jugangantuk.

S20: kalau menurutku sih biasa aja tapi kadang juga gak masuk gitu gak paham.

P: kemarin kakak lihat kalian seneng kan banyak bercandanya?

S1: iya sih.

P: pasti kalian seneng?

S1: seneng aja tapi ya itu sering gak faham juga.

S20: gimana ya ngajarnya tu masih gimana gitu.

P:	hahaha, gimana gimana nih maksudnya? Kegiatan seperti apa sih yang kalian harapkan dari kelas writing, terutama dalam belajar teks recount?
S1:	hmmm....
S20:	kita kalau dikelas tu inspirasinya kurang jadi menurut ku mending belajar di luar aja.
P:	diajak outdoor gitu? Udah pernah belum dulu?
S20:	belum, tapi dulu pas smp pernah.

Nomor	: Interview 5
Hari, Tanggal	: Jumat, 7 September 2012
Tempat	: kelas X3
Responden	: Peneliti (P) Siswa (S1) (S3)
P:	maaf ya ganggu waktunya bentar. Sebelumnya kenalan dulu.
S3:	pakek bahas inggris atau Indonesia aja kak?
P:	Indonesia aja.
S3:	nama saya agniendita rhizka amalia.
P:	oke lia ya. Dan kamu?
S19:	nama saya fira ghina hasanah. Panggilnya fira.
P:	kegiatan kalian slema kelas writing tu selain seperti pas observasi hari ini apa aja sih?
S3:	kita kan masih baru masuk. Baru-baru ni kegiatan kan juga belum begitu efektif. Menulis tu ya masih teks recount ya kayak gitu aja.
P:	terus dari kemarin apa kegiatannya.
S3:	kemarin itu mendengarkan lagu kak. Jadi ada teks rumpang gitu trus diisi sambil dengerin lagu.
P:	itu lebih ke listening ya sebenarnya. Ada yang lain?
S19:	ya ada. Kemarin sperti jawab pertanyaan berdasarkan teks.
P:	itu juga lebih ke reading ya. Kalau kalian sendiri suka gak sih dengan plajaran menulis dalam bahasa inggris? Terutama khususnya teks recount?
S3:	kalau aku gak begitu suka. Lebih suka belajar speaking.
P:	kalau kamu?
S19:	gak tahu grammar dan vocab jadi males kak nulis pake inggris tu.
P:	berarti menurut kalian sulit ya skill writing tu?
S3:	iya lah.
P:	biasanya kesulitan apa sih yang kalian temui dalam menulis dalam bahasa inggris, khususnya teks recount?



S19: semuanya masih bingung.  
 P: klo lia?  
 S3: verb sama nyusun katanya  
 P: kalau vocabulary gak ada masalah buat kamu?  
 S19: iya, lah.  
 P: masalahnya gimana?  
 S3: kita kan vocab nya masih sedikit belum luas begitu lo.dan harus sering-sering buka kamus.  
 P: berarti kalau susah kalian konsultasi sama kamus kalian.  
 S19: iya.  
 P: ada yang lain?  
 S3: kadang juga nanya temen atau guru.  
 P: kalau sudah mentok gak ada yang bisa ditanyain?  
 S19: haha, gimana ya?  
 S3: ya ngarang-ngarang gitu lah kak.  
 P: sembarangan yang penting nulis gitu ya?  
 S19: iya.  
 P: kalau nyari ide tu susah gak?  
 S19: suka amnesia mendadak.  
 S3: suka kepentok gitu lah idenya.  
 P: haha, owh amnesia mendadak ya. Kalau menurut kalian gimana sih cara mengajar yang dilakukan guru di kelas itu sudah bagus kah atau masih kurang kah?  
 S3: menurut ku sih biasa aja.  
 P: kalau menurut kamu?  
 S19: sama aja sih kak.  
 P: kalau harapan kalian kelas writing yang baik tu seperti apa?  
 S19: apa ya?  
 S3: gak tahu, dari smp dulu juga kayak gini-gini aja kok nulis pengalaman gitu.  
 P: yang bisa lebih memotivasi kalian gitu.  
 S19: ya paling apa ya kak, lebih banyak latihan kali ya yang ada hubungan ma nulis kalo buat writing sih.  
 P: owh gitu. Oke sepertinya udah cukup wawancaranya. Makasih atas bantuannya.  
 S3: iya kak.  
 P: makasih ya.  
 S19: sama-sama kak.

Nomor	: Interview 6
Hari, Tanggal	: Jumat, 21 September 2012
Tempat	: kantor guru
Responden	: Peneliti (P) Guru Bahasa Inggris (GBI)
P:	Selamat siang ustadzah.....
GBI:	iya selamat siang mbak arin.
P:	mohon maaf sebelumnya ust saya mengganggu lagi waktunya. Maksud saya di sini ingin mewawancarai ustadzah sehubungan dengan kegiatan di cycle 1 pada 2 kali pertemuan kemarin.
GBI:	oiya tidak apa-apa.
P:	langsung dimulai saja ya us?
GBI:	iya silahkan.
P:	menurut ustadzah bagaimana kemampuan siswa dalam ketrampilan menulis di cycle 1 ini?
GBI:	dalam cycle 1 ini sudah ada peningkatan ya. Tapi belum signifikan ya peningkatannya. Ya sebatas mereka sudah lumayan terbiasa dansedikit fluent dalam menulisnya. Tapi belum bisa dikatakan sangat lancar gitu.
P:	oh iya, tapi sudah ada sedikit peningkatan ya ust?
GBI:	iya.
P:	kalau menurut ustadzah sendiri apa saja sih kekurangan pada cycle 1 ini setelah kemarin selama 2 kali pertemuan saya mengajar di kelas X3?
GBI:	dari segi apa ya mbak. Penggunaan DJW nya atau kegiatan mengajar secara keseluruhan?
P:	untuk kegiatannya ust. Mulai dari awal pertemuan sampai akhir?
GBI:	jadi kalau untuk kegiatan di dalam kelas. Kegiatan menulisnya itu mungkin agak sedikit membosankan dan terlalu banyak task. Anak-anak agak bosan jadinya. Kemarin mbak arin sudah memberikan contoh model teks untuk siswa itu sudah bagus dan memang task-task nya juga bagus tapi terlalu banyak ya.. Ada kegiatan awal terus ada kegiatan siswa menulis bebas itu juga sudah bagus karena ada kegiatan yang free gitu ya. Mungkin di sela-sela itu bisa diselipkan games yang berhubungan dengan materi writing.
P:	owh, games.
GBI:	jadi anak-anak bisa lebih terakhir bisa lebih termotivasi. Sehingga mereka lebih senang untuk menulis. Jadi tidak bosan gitu.
P:	memang sepertinya saya lihat juga anak-anak ini kurang berminat kalau harus mengerjakan soal-soal terus menerusan ya us.
GBI:	ya memang susah kalau diajak banyak mikir mereka.
P:	berarti saran ustadzah untuk cycle 2 untuk menambahkan games

	begitu ya?
GBI:	iya, untuk ice breaking juga biar mereka lebih termotivasi begitu.
P:	kalau untuk penggunaan DJW nya sendiri us?
GBI:	saya rasa mbak arin sudah cukup bisa menhandel anak-anak untuk mau menulis begitu ya.walau agak dipaksa hehe.tapi ya gak pa-pa. kalau tidak begitu kapan mereka practice juga.
P:	iya bener ust. Sedikit time-consuming memang membujuk mereka untuk menulis tapi Alhamdulillah mereka juga cukup cooperative.
GBI:	iya, mereka memang lumayan enak diajak kerja sama, cumin ya harus sabar.
P:	sepertinya sudah itu dulu saja ustadzah wawancara hari ini.
GBI:	owh, sudah cukup?
P:	iya ust, terima kasih banyak ust, sudah meluangkan waktunya untuk saya lagi. Insya Allah kapan-kapan saya datang lagi ust. Untuk wawancara selanjutnya, hehe..maaf ya ust,,
GBI:	gak apa-apa. Kalo saya bisa bantu ya saya pasti bantu. Gak perlu sungkan.
P:	gak kok ust.saya gak sungkan, hehehe. Monggo ust, assalamualaikum?
GBI:	wa'alaikumsalam.

Nomor	: Interview 7
Hari, Tanggal	: Jumat, 21 September 2012
Tempat	: kelas X3
Responden	: Penelti (P) Siswa (S9)
P:	perkenalan dulu ya nama nya siapa?
S9:	aqmarina dalili, panggilannya aqma.
P:	oke, langsung aja ya aqma.
S9:	iya kak.
P:	apa sih pendapat kamu mengenai kegiatan menulis bahasa inggris di kelas selama ini?
S9:	apa ya? Biasa aja sih. Cuma kadang itu suka bingung aja. Gurunya suka pakai bahasa inggris gitu gak mudhenk artinya. Trus kalo dibacain soal juga kayak gitu kan gak mudhenk artinya.
P:	kalau kamu sendiri suka gak sama pelajaran bahasa inggris? Terutama kalau disuruh nulis pakai bahasa inggris?
S9:	gak juga sih.
P:	kenapa emangnya?
S9:	susah. Lagian kalo disuruh nulis sering gak tahu kata-kata dalam bahasa inggrisnya.
P:	jadi kalau writingnya?

- S9: ya biasa aja. Suka sih tapi biasa gak banget-banget. Soalnya kita kan jarang nulis di kelas.
- P: kalau kemarin belajar teks recount susah gak? Seumpama kalau disuruh nulis teks recount?
- S9: tergantung. Kalau susah ya gak suka. Kalau aku sukanya bikin pakai kalimat yang mudah-mudah sih.
- P: kalau kegiatan dikelas pas skill writing sendiri biasanya apa aja jenis kegiatannya?
- S9: pernah listening lagu, pernah speaking juga baca.
- P: kalo yang kegiatan berhubungan dengan writing yang kamu suka?
- S9: lebih suka games daripada ngerjain soal.
- P: kalau kesulitannya pas lagi nulis teks dalam bahasa inggris terutama kemarin udah nulis dua kali kan di dialog jurnal nya?
- S9: kadang kalo dicari di kamus tu gak ada kata-katanya. Kan kadang bahasa Indonesia ke bahasa inggris nyari kata baku bahasa inggris kadang gak ada.
- P: terus kalo ada kesulitan, upaya apa yang biasa kamu lakukan?
- S9: Tanya teman palingan.
- P: kalau untuk penggunaan grammar terus penyusunan kalimat dalam bahasa inggris menurut kamu gimana?
- S9: sulit, gak mudheng. Ya ditinggal aja biasanya. Abis salah terus sih.
- P: kalau menurut kamu ada gak kemajuan yang kamu rasain selama dua kali pertemuan ini menulis pengalaman dalam DJW?
- S9: ya kerasa lah. Jadi lumayan dikit aja sih gampang gitu dari pada yang dulu-dulu sama sekali gak mudheng. Kayak bikin kalimatnya atau yang kemarin miss bilang soal titik, komany harus diperhatiin. Apa lagi ya?
- P: kalau masalah generic structure dari text udah gak ada masalah ya?
- S9: gak ada sih. Cuman ya grammar kayak past tense udah mulai paham tapi kadang masih susah.
- P: owh gitu. Oke, aqma, makasih ya atas waktunya untuk wawancara hari ini sudah cukup.
- S9: owh, uda ya kak.
- P: iya insya Allah besok lagi tapi.
- S9: yah kok lagi buat apa?
- P: ya, setelah penelitian selesai kan butuh wawancara lagi. Makasih banyak ya.
- S9: iya kakak, sama-sama.

Nomor	: Interview 8
Hari, Tanggal	: Jumat, 21 September 2012
Tempat	: kelas X3
Responden	: Peneliti (P) Siswa (S11) (S14)
P:	kesulitan apa sih yang kalian temui dalam menulis teks recount?
S11:	kalo misalnya kayak past tense gitu. Kadang gak pas gitu lo.
S14:	apa ya? Sama sih, soalnya kan belum apal past-tense nya tu kayak apa gitu.
P:	cara kalian mengatasi kesulitan dalam menulis teks recount tu gimana?
S14:	kalo kayak vocab buka kamus paling.
S11:	kalo boleh buka sih ngecek, tapi kalau ulangan gitu kan gak boleh ya 50:50.
P:	kalo menurut kalian cara guru mengajar tu gimana?
S14:	menarik sih, suka ketawa.
P:	oiya?
S11:	iya asik aja. Gak garing gitu.
P:	owh bener, kan suka becanda ya kalo dikelas.
S14:	ustadz nya yang bikin ketawa.haha..
P:	kalo kegiatan dikelas selama ini selama kelas writing selain kegiatan menulis sebuah teks apa aja?
S11:	apa ya? Pernah games habis tu.
P:	owh games udah pernah?
S14:	iya.
P:	games apa?
S11:	uda dua kali og. Suruh maju ngmng gitu.
P:	owh itu speaking ya? Kalau yang writing?
S14:	kemarin iya berkelompok.
P:	disuruh apa?
S11:	kemarin suruh buat apa sih yang teks pas liburan gitu, recount text juga.
P:	kalo yang individu belum pernah.
S14:	belum.
P:	apa sih kekurangan yang kalian temukan dari kegiatan di cycle 1 ini?
S11:	apa ya?
P:	kurang becanda ya mbak nya?
S14:	iya, kurang gokil.
P:	aduh, gokil gimana? Kalau cara jelasin materinya udah jelas apa belum?

S11:	udah sih.
P:	kamu?
S14:	ya uda jelas sih, tapi kecepetan. Terus nulisnya kebawah-bawah yang belakang gak kelihatan mbak. Kan yang depan tinggi-tinggi.
P:	owh, gitu..., terus apa lagi?
S14:	jangan latihan terus mbak, capek.
P:	terus apa sarannya?
S11:	ya nonton film mabk katanya.
P:	film?
S14:	iya ada kuisnya gitu kek.
P:	kalau nonton film, insya Allah besok diakhir penelitian tapi kalo dapet izin dari ustadz.
S11:	boleh donk.
P:	terus kalo latihan biar kalian cepet bisa gitu.
S14:	iya tapi jangan materi terus mbak. Ada permainannya gitu.
P:	soalnya kalau writing tu games nya sedikit dn terbatas gak kayak speaking. Susah nyari games yang pas buat materi recount ini.
S11:	emang harus writing ya mbak? Gak boleh speaking?
P:	iya, penelitian mbak kan writing. Ya nanti di cycle 2 tak usahain pake games deh. Soalnya latihan dan materi itu biar kalian juga dapat pengetahuan yang lebih luas dan lebih baik gitu mengenai recount texts, biar kalian juga bisa bikin teks yang bagus.
S14:	iya, aku juga pengen mbak dari dulu bisa kayak gitu. Tapi kok gak bisa-bisa.
P:	makanya kalian harus banyak-banyak latihan kan?
S11:	iya sih.
P:	oke, cukup sudah wawancara hari ini. Makasih ya udah bersedia berpartisipasi.
S14:	sama-sama mbak.

Nomor	: Interview 9
Hari, Tanggal	: Jumat, 5 Oktober 2012
Tempat	: kantor guru
Responden	: Peneliti (P) Guru Bahasa Inggris (GBI)
P:	Assalamualaikum ustadzah.
GBI:	wa'alaikumsalam mbak arin, mari silahkan masuk. Silahkan duduk di sini.
P:	oh, iya terima kasih banyak ust. Mohon maaf ust. Bisa minta waktunya ustadzah untuk wawancara terakhir hari ini untuk merangkup semua hasil yang didapat selama pelaksanaan penelitian tindak kelas menggunakan DJW ust?

GBI:	oh, iya insya Allah bisa saya luangkan waktunya mbak arin. Bisa langsung dimulai.
P:	baik, kalau begitu langsung dimulai sekarang ya ust?
GBI:	iya.
P:	setelah kemarin melihat pelaksanaan kegiatan belajar mengajar di cycle 2, apa sajakah kah kekurangan-kekurangan yang masih ustadzah temui?
GBI:	Alhamdulillah ya mbak arin sudah bagus, tidak ada kekurangan kalau menurut saya. Karena mbak arin sendiri sudah mengaplikasikan saran yang telah saya berikan juga untuk cycle 2 kemarin. Untuk cycle yang lalu saya rasa sudah cukup pas lah.
P:	jadi menurut ustadzah di cycle 2 ini kegiatan sudah bagus ya ust?
GBI:	iya. Sudah baik mbk arin.
P:	kalau kemajuan dari siswa sendiri bagaimana ust, dilihat dari kegiatan di dalam kelas dan juga dari tulisan-tulisan mereka dalam DJW?
GBI:	ya kegiatannya sudah baik tentunya mbak. Anak – anak kemampuan menulisnya semakin meningkat, lebih bagus, lancar dan setelah di beri materi yang lebih lengkap accuracy juga tambah baik. Mereka tahu bagaimana menggunakan past-tense dalam recount teks. Vocabulary nya juga lebih bervariasi dalam menulis teks. Fluency makin meningkat dilihat dari length tulisan mereka. Jadi sebagai penulis mereka semakin pe-de.
P:	kemarin setelah menyelesaikan penilaian untuk hasil pre-test dan post-test sebagai rater kedua, apakah ustadzah bisa melihat perbandingan antara keduanya. Dan apakah ustadzah menemukan perbaikan yang cukup memuaskan?
GBI:	iya saya menemukan kemajuan yang cukup significant dalam tulisan anak mengenai teks recount dimana mereka menceritakan pengalaman pribadi mereka ya.
P:	kalau mengenai penggunaan DJW selama ini bagaimana ust?
GBI:	penggunaan DJW ini menurut saya benar-benar bisa meningkatkan kemampuan siswa dalam bahasa inggris, terutama khususnya di skill writing untuk yang kemarin recount texts ya?
P:	iya ust.(mengangguk)
GBI:	kemarin mbak arin kan juga memberikan respon yang bisa jadi masukan yang bagus untuk anak-anak. Memang butuh komitmen untuk memberikan respon seperti itu karena tiap siswa memiliki respon yang berbeda-beda. Jadi ada apresiasi sehingga mereka termotivasi gitu mbak.
P:	jadi menurut ustadzah DJW ini benar-benar bisa jadi media yang bermanfaat bagi siswa dalam belajar skill writing begitu ya.

GBI:	iya, betul mbak, hehehe.
P:	kalau kekurangan dari DJW sendiri yang ustadzah rasakan selama pelaksanaan penggunaannya kemarin bagaimana ust?
GBI:	kekurangannya?,,,apa ya mbak?
P:	kalau saya sendiri kemarin menemukan kesulitan di time manajemen ust. Karena sangat sulit meminta siswa untuk menulis di dalam kelas. Mereka merasa kalau 15 menit tidak cukup. Tapi saya sendiri juga harus mengejar plan yang lain agar tercapai sampai akhir kelas.
GBI:	mereka juga kadang kurang termotivasi karena kegiatan menulis dalam bahasa inggris sendiri kan bukan kerjaan gampang. Sehingga diawal memang sedikit time-consuming. Ya mungkin hanya perlu lebih dibiasakan saja.
P:	kalau menurut ustadzah pemberian respon yang say tuliskan kemarin di setiap teks yang ditulis siswa itu bagaimana ust? Sudah tepat kah atau masih banyak kekurangan?
GBI:	saya rasa itu yang paling bermanfaat. Itu justru sangat bisa memberikan apresiasi untuk siswa. Itulah yang akan memicu anak-anak untuk lebih ingin menulis gitu. Karena ada yang menghargai tulisan mereka dan responnya sendiri tidak men-judge jadi mereka tidak merasa dihakimi dan tidak dijatuhkan dengan mengatakan kalau tulisan kalian jelek gitu ya. Ada sisi membangunkannya sehingga mereka bisa melihat, owh begini to. Mereka bisa lihat model tulisan guru juga untuk belajar. Mereka tahu apa kekurangan dan kelebihan tulisan mereka jika mereka mau dinilai guru.
P:	owh iya ust. Terima kasih ust atas waktunya sepertinya sudah cukup untuk wawancaranya. Sekali lagi mohon maaf yang sebesar-besarnya sudah sangat sering mengganggu waktu ustadzah. Padahal sedang sibuk sekali ya ust?
GBI:	ahh, gak kok. Sibuk apa mbak arin, cumin ngaggur gitu.
P:	dan saya juga ingin berterima kasih atas bantuan ustadzah selama beberapa hari saya penelitian di sini. Saya gak bisa bales apa-apa ust maaf.
GBI:	gak apa-apa mbak arin. Saya pasti bantu kalau saya bisa. Lagian ini sekalian belajar lagi.
P:	saya juga minta maaf ya us kalau selama ini sudah banyak salah dan banyak kekurangannya.
GBI:	iya, mbak arin sama-sama. Saya juga minta maaf kalau bantuannya kurang memuaskan ya.
P:	sudah sangat puas ust. Sangat berterima kasih untung ustadzah bisa membantu. Saya mohon undur diri ya ust. Insya Allah nanti saya kembali ke sini kalau sudah selesai laporan skripsinya.



GBI:	oh, iya. Injih-injih.
P:	Assalamualaikum.
GBI:	wa'alaikumsalam.

Nomor	: Interview 10
Hari, Tanggal	: Jumat, 5 Oktober 2012
Tempat	: kelas X3
Responden	: Peneliti (P) Siswa (S9)
P:	Oke, ketemu lagi ya untuk wawancara hari ini mengenai hasil penelitian kakak selama di kelas kamu.
S9:	hmm, iya kak. Aku lagi.
P:	kenalan lagi namanya?
S9:	aqmarina dalili. Dipanggilnya AQMA.
P:	yuk langsung ke pertanyaan pertama ya. Menurut kamu penggunaan DJW selama ini memudahkan kamu dalam menulis berbahasa inggris gak, terutama kemarin dalam menulis teks recount?
S9:	iya. Dimana-mana emang kayak gitu kan kak. Kalau sering nulis jadi tambah lancar.
P:	jadi menurut kamu jadi bisa tambah gampang?
S9:	iya. Kalau nulis-nulis terus kan otomatis jadi tambah gampang kan. Tambah lancar.
P:	jadi menurut kamu jadi terbantu pakai DJW ini?
S9:	membantu sih.
P:	kesulitan apa sih yang kamu temui dalam penggunaan DJW ini?
S9:	kadang bingung sih apa yang mau ditulis.
P:	kalau kemarin kan biasanya kita nentuin tema bareng-bareng masih susah juga?
S9:	kadang yang masih bingung tu nulisnya gimana-gimana. Tapi ya harus ngerjain. Kadang liat dulu punya teman kayak gimana.
P:	gimana sih pendapat kamu mengenai pemberian respon pada tiap dialogue journal yang kamu tulis.
S9:	suka. Suka sih.
P:	pasti dibacakan? Kalau gak tahu artinya cari di kamus to?
S9:	ya dibaca lah kak. Masa gak dibaca. Aku tahu kok, belum pernah sholat di lapangan to sampean, di masjid terus. Ya kalo gak tahu ya buka kamus lah.
P:	respon yang diberikan membantu gak? Dari segi tulisan mungkin dapat model penulisan atau mungkin kalian lebih termotivasi.
S9:	ya, isi nya kan ada saran juga jadi lebih baik.
P:	kemajuan apa saja sih yang paling kamu rasakan selama penggunaan DJW ini?

S9:	lebih tahu tentang kosa kata baru dan bentuk past tense gitu.
P:	oke, kayaknya sudah cukup wawancara hari ini. Makasih banget ya aqma udah bantu kakak di sini.
S9:	iya kak. Sama-sama. Sori kak kalo gak memuaskan.

Nomor	: Interview 11
Hari, Tanggal	: Jumat, 12 Oktober 2012
Tempat	: kelas X3
Responden	: Penelti (P) Siswa (S23) (S24)
P:	selamat siang adik- adik. Di sini miss pengen wawancara bentar ya. Oke, kita kenalan dulu namanya siapa aja.
S24:	saya imroatul mufidah.
P:	kalau kamu?
S23:	saya imamatul maghfirani. Panggilannya rani.
P:	oke langsung ke pertanyaan pertama ya. Sik, kok gak ada tempat duduk yang enak ya? Apa sih pendapat kalian mengenai penggunaan DJW?
S24:	hum,,apa ya?
P:	pertama fida dulu.
S24:	oiya ya. Ya biar tambah pengalaman bikin teks gitu. Tambah tahu verb yang buat past tense. Trus tambah ngerti tentang recount itu apa. Trus apa ya?. Ya pokoknya biar tambah lancar lah nulis-nulisnya. Banyak kosa kata nambah.
P:	kalau kamu? Bagaimana pendapatnya mengenai DJW?
S23:	penggunaannya. Mbak jangan deket-deket dong recordingnya.
P:	biar suaranya kedengar. Ayo apa?
S23:	kitanya lebih kreatif bikin ngarang-ngarang. Biasanya kan kita jarang ngarang-ngarang. Sekarang mbaknya nyuruh bikin melulu, ya ngarang.
P:	jadi terpaksa ya?
S23:	trus, he iya. Tapi gak pa-pa deh. Kosa katanya makin nambah. Udah itu aja.
P:	kalian ngerasa gak kalo penggunaan dialogue journal ini meningkatkan kemampuan menulis kalian. Terutama dalam menulis teks recount.
S24:	iya..iya, biasanya kan jarang-jarang nulisnya. Jadi masih banyak yang salah gitu-gitunya. Setelah sering nulis jadi tahu. Tambah lebih bagus terus diberi respon juga kan mengenai tulisannya. Jadi ya lumayan.
P:	kalau rani?

S23:	iya iya, grammarnya makin baik makanya makin rajin ngarang.
P:	setelah pakai DJW berarti lebih lancar ya?
S24:	ya lumayan lah ada peningkatan.
P:	kalau kesulitan yang kalian temui selama menulis dalam dialogue journal writing.
S23:	milih idenya kak. Susah milih ide ceritanya.
P:	owh gitu.
S24:	di pikiran udah banyak tapi pas giliran mau dikeluarin tu bingung ntar mau kata-kata nya gimana.
P:	kalau mengenai respon yang diberikan untuk tiap dialogue journal yang kalian tulis?
S24:	lumayan jadi tambah ada perbaikan.
S23:	ho oh, ada kritik sarannya. Tapi kadang aku juga gak ngerti sih mbak.
P:	kalau gak tahu vocab pasti dicek di kamus kan?
S24:	ya iya lah.
P:	apakah respon yang diberikan bermanfaat buat kalian.
S23:	iya bermanfaat banget. Ya masukan buat aku kalau ada kurangnya dari segi grammar, vocabulary, dan lain-lain, jadi bisa lebih diperbaiki lagi.
P:	berarti ada kemajuan dari segi grammar, vocab juga ya.
S24:	lebih paham lagi.
S23:	iya lebih baik.
P:	sepertinya sudah sekian ya wawancara kita hari ini. Terima kasih yang udah meluangkan waktunya buat miss.
S24:	iya mbak.
S23:	sama-sama mbak.

Nomor	: Interview 12
Hari, Tanggal	: Jumat, 12 Oktober 2012
Tempat	: kelas X3
Responden	: Penelti (P) Siswa (S11) (S12)
P:	selamat siang adik- adik. Di sini miss pengen wawancara bentar ya. Oke, kita kenalan dulu namanya siapa aja.
S11:	saya azizah irjayanti. azizah
P:	kalau kamu?
S12:	saya dwi puji rahayu. Panggilannya ayu.
P:	oke langsung ke pertanyaan pertama ya. Apa sih pendapat kalian mengenai penggunaan DJW?
S11:	aku? Hmm, itu biar tambah ngerti terus gitu ntar buat kata-

	katanya jadi lebih bagus gitu. Ya gitu-gitu.
P:	kalau menurut ayu?
S12:	kalau aku jadi lebih pinter gitu loh nulis kata-katanya.
P:	kalian ngerasa gak kalo penggunaan dialogue journal ini meningkatkan kemampuan menulis kalian. Terutama dalam menulis teks recount.
S11:	iya...iya, soalnya.... Tadi gimana mbak pertanyaannya, hehehe.
P:	hahaha.
S11:	iya jadi kalau misalnyakita ngarang-ngarang jadi bagus gitu-gitu.
P:	kalau menurut ayu?
S12:	kita jadi sering buka kamus jadi lebih banyak kosa katanya juga.
P:	kalau menurut kalian jadi lebih lancar berarti nulisnya?
S11:	ya lumayan lah sedikit- sedikit lama-lama jadi bukit.
P:	kalau kesulitan yang kalian temui selama menulis dalam dialogue journal writing.
S11:	bingung milih dan bikin kata-katanya tu gimana gitu loh. Kalau idem ah gampang mbak. Terus grammar nya jug aver-verb nya gimana juga bingung.
P:	owh gitu. Kalau ayu?
S12:	aku sama kayak azizah mbak.
P:	kalau mengenai respon yang diberikan untuk tiap dialogue journal yang kalian tulis?
S11:	yak lo ada yang kurang baik bisa dibaikin gitu.
P:	apakah respon yang diberikan bermanfaat buat kalian.
S11:	iya misalnya kalau kita salah bisa diperbaiki. Jadi ada tambahan masukan gitu lo. Ya sama tahu kesalahan-kesalahannya terus jadi tambah baik lagi. Ya tambah motivasi juga.
S12:	jadi lebih tahu past-tense.
P:	hmm, oke, kayaknya uda sekian untuk wawancara kita hari ini. Terima kasih yang udah meluangkan waktunya buat miss.
S11:	iya mbak.
S12:	sama-sama mbak.

Nomor	: Interview 11
Hari, Tanggal	: Jumat, 12 Oktober 2012
Tempat	: kelas X3
Responden	: Penelti (P) Siswa (S1) (S3)
P:	Apa sih kemajuan yang kalian rasakan selama menggunakan DJW

	didalam proses belajar recount texts.
S3:	ngrasa banget. Ya kemarin kan masih susah gitu masih nanya-nanya temen. Kalau sekarang dikit-dikit lah Tanya nya gak kayak dulu. Gampang nyusun kata-katanya gitu.
P:	kalau riski gimana?
S1:	biasa aja, hehe. Ya lumayan sih. Kan biasanya gak tahu verb nya. Tapi sekarang lebih tahu verb-verbnya nyusunnya gimana.
P:	jadi lebih bagus sentence organizationnya gitu ya. Kalau menurut kalian penggunaan DJW ini membantu gak dalam menulis teks recount?
S3:	membantu lah. Jadi lebih gampang nulisnya karena udah terbiasa jadi lebih gampang.
P:	kamu?
S1:	sama.
P:	jadi ngrasa lebih lancar gitu gak? Tulisan jadi lebih panjang, lebih ringan nulisnya.
S3:	hoooh, lebih lancar tapi kalau panjangnya sih tergantung mood aja. Kalau inspirasinya lagi bagus ya dapat panjang tapi kalau gak ya pendek.
P:	kalau rizki sama gak.
S1:	yak kan pertamanya emang pendek-pendek. Kalau biasa ya bisa sih tambah lancar.
P:	kalau kesulitan selama menulis dalam DJW apa aja?
S3:	kadang lupa sama kosa katanya.
S1:	iya lupa sama kosa katanya terus bingung juga kan verb nya ni apa-apa gitu.
P:	berarti masih kesulitan gitu di grammatical accuracy nya. Terus usaha apa yang kalian lakukan untuk mengatasi kesulitan tersebut?
S3:	nanya temen.
P:	kalau pas ngerjain sendirian gimana?
S1:	kan kita di asrama mbak.
P:	oiya ya, lupa. Kalau dengan adanya respon yang saya berikan mengenai tulisan kalian itu gimana?
S3:	ya awal-awalnya tu rada gak paham. Terus nntu kalo dibaca terus berulang-berulang gitu sama cari kosa katanya di kamus ya nanti dikit-dikit paham lah. Tau intinya.
P:	riski?
S1:	sama sih.
P:	menurut kalian respon yang diberikan cukup membantu gak? Mungkin lebih memotivasi lah, atau kalian dapat contoh model penggunaan kata dari tulisan saya. Ngrasa da kebantu gak?

S1:	iya, hooh.
S3:	kalau aku sih kurang. Soalnya apa namanya gak tahu gitu salahnya dimana kan gak tahu kan dikasih liat.
P:	soalnya gini, di DJW memang tidak boleh memberikan koreksi. Nanti kalau banyak coretan dan koreksi terkadang kan jadi males kalian jadinya males nulis to.
P:	kalian merasa termotivasi dan senang gak dengan adanya respon dari saya mengenai tulisan kalian?
S3:	iya lah penasaran kenapa tulisannya. Gimana.
S1:	penasaran. Ya dikit-dikit bisa tau lah kosa katanya yang belum tahu. Biasanya gak tahu verb-verbnya. Terus nulisnya tu bisa lebih baik lagi. Awalnya kan masih bingung mana yang orientation, mana events, reorientation. Sekarang udah lumayan bisa.
P:	kalau lia?
S3:	iya lebih gampang lebih tahu gak kayak kemarin susah dan bingung kan. Kayak gini udah berkali-kali berulang-ulang jadi udah gak bingung lagi.
P:	oke deh, adik-adik sudah cukup wawancaranya terima kasih ya waktu dan juga partisipasinya.
S1& S3:	iya mbak, sama-sama.

Nomor	: Interview 14
Hari, Tanggal	: Jumat, 12 Oktober 2012
Tempat	: kelas X3
Responden	: Penelti (P) Siswa (S14) (S20) (S21) (S25)
P:	Adik-adik, sekarang akak mau nanya-nanya dulu ya? Sehubungan dengan penggunaan DJW dikelas kalian selama ini. Gimana sih pendapat kalian mengenai penggunaan DJW? Mulai dari cici.
S21:	ya bisa lebih membantu dalam membuat mislanya karangan, ya pakek past-tense kayak-kayak gitu lah kak.
P:	oiya, kalau ima?
S20:	bisa banyak mengenal kata-katayang agk tahu penyusunannya. Kadang-kadang kita sering kebalik-balik. Jadi dengan adanya DJW ajaran mbak itu kita jadi bisa tahu salah kita dimana.
P:	kalo estha?
S14:	kalau aku kayakna terbantu banget. Soalnya kan dulu jarang banget yang namanya nulis. Jadinya sekarang kan suruh nulis terus. Terus

P:	sekarang lebih ngerti kata yang bener tu kayak apa. Kayak gitu. indah?
S25:	biar supaya bisa, apa ya kak, kalo dulu tu kan belum bisa. Ih, jangan deket-deket e kak hape nya.
P:	kamu suaranya gak kedenger soalnya pelan banget.
S25:	terus biar melatih aja.
P:	kalian ngrasa gak kalau kemampuan menulis kalian tu meningkat setelah penggunaan DJW?
S21:	iya, kita semakin lebih tahu yang lebih baik kayak gimana. Terus kita juga bisa semakin memperbaiki kalau sebelumnya gak bisa, sekarang semakin lebih bisa.
S20:	terutama kata-kata nya itu lo kak.
P:	vocabulary nya tambah gitu ya.
S21:	iya juga penyusunan kata.
S14:	terus grammar
S25:	grammarnya lebih mudah.
P:	owh gitu. Vocabnya nambah ya berarti.
S20:	nambah banget.
S25:	jadi kita lebih lancar nulisnya.
P:	kalau kesulitan kalian selama menulis dalam DJW tu apa aja?
S21:	cara nyusun katanya supaya lebih baik tu susah.
P:	sentence organization gitu ya?
S20:	iya, terus cara mengolah kata dan grammar nya itu.
P:	kalo estha?
S14:	grammar sama ide.
P:	kamu?
S25:	cara mengolah kata-kata nya itu lo dan juga bikinnya.
P:	kalau dari respon yang diberikan ada manfaat gak buat kalian?
S21:	ada, manfaatnya apa? Intinnya bisa memperbaiki.
S20:	ada saran gitu lo kak yang membangun buat kita. Kita bisa tahu kurangnya dibagian apa jadi kita bisa bikin yang lebih baik.
P:	estha?
S14:	ya mbantu banget lah.
P:	he, bantunya gimana?
S14:	ya, itu pokonya kita tu jadi lebih bis agitu lo karena saran yang diberikan.
P:	indah?
S25:	karena dari respon itu kita tahu kurangnya tulisan kita tu ada dimana.
P:	oke, sepertinya sudah terjawab semua ya. Makasih ya bantuannya.
S21, S20, S14, S25:	sama-sama kak.

## **C. COURSE GRID**



## COURSE GRID

**SCHOOL: SMA IT ABU BAKAR YOGYAKARTA**

**SUBJECT: BAHASA INGGRIS**

**CLASS/ SEMESTER: X/I**

CYCLE	STANDARD OF COMPETENCE	BASIC COMPETENCE	MATERIALS	INDICATORS	ACTIVITIES	MEDIA	TIME	SOURCES
PRE-TEST								
1								
MEETING 1	Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.	Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.	<ul style="list-style-type: none"> <li>▪ Recount text entitled “My Holiday in Bali”.</li> <li>• The theme: “Vacation”</li> <li>• Text : Monologue</li> <li>• Vocabulary: Wave: ombak Impressive: mengesankan Scenery: pemandangan</li> <li>▪ The Generic Structure of Recount text:</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying the generic structure of recount text correctly.</li> <li>2. Identifying the grammatical features such as proper nouns found in a text of recount.</li> <li>3. Differentiating between proper nouns and common nouns.</li> <li>4. Writing a recount text</li> </ol>	<ol style="list-style-type: none"> <li>1. Telling experiences</li> <li>2. Reading a recount text</li> <li>3. Finding proper nouns in the text</li> <li>4. Answering questions related to the content of the text</li> <li>5. Identifying generic structure by arranging paragraphs.</li> <li>6. Identifying proper nouns and common nouns.</li> </ol>	White board, handouts, pictures, laptop, etc.	40' x 2 minutes	Beverly Schmitt 1997-2002  <a href="http://writingasignmentspot.blogspot.com/2010/03/recount-text-my-holiday-in-bali.html">http://writingasignmentspot.blogspot.com/2010/03/recount-text-my-holiday-in-bali.html</a>  INTERLANGUAGE: English For Senior High School Students X: SMA/Ma  <a href="http://www.englishindo.com/2012/01/9-">http://www.englishindo.com/2012/01/9-</a>

			<p>-Orientation: provides the setting and introduces participants.</p> <p>-Events: tell what happened, in what sequence.</p> <p>-Re-orientation: optional closure of events.</p> <p>▪ The Grammatical features of the text include:</p> <p>- common nouns and proper nouns</p> <p><b>Common Noun:</b></p> <p>The name of a particular person, place, thing or idea.</p> <p>Common nouns are <i>not</i> capitalized.</p>	7. Writing a recount text on the dialogue journal writing			contoh-recount-text-pilihan.html
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			<p>Examples: country, winter, car, river</p> <p><b>Proper Noun:</b></p> <p>The name of a particular person, place, thing or idea. Proper nouns are <i>always</i> capitalized. Example tyrants = Hitler,</p>					
MEETING 2	Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.	Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.	<p>- Recount texts</p> <ul style="list-style-type: none"> <li>• The theme: “Ied (lebaran) celebration” **</li> <li>• Text : Monologue</li> <li>• Vocabulary: Fabulous:me nakjubkan Cemetery: kuburan Prayer: doa</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying the generic structure of recount text correctly</li> <li>2. Identifying the grammatical features such as past tenses of the texts correctly.</li> <li>3. Constructing verbs in past tenses.</li> <li>4. Using past tenses in sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading a recount text.</li> <li>2. Identifying the generic structure of the text.</li> <li>3. Changing past tenses found in the text into present tenses.</li> <li>4. Changing words in present tenses into past tenses.</li> <li>5. Making sentences based on pictures</li> </ol>	White board, handouts, pictures, laptop, etc	40 X 2 minutes	<p>*<a href="http://dprishartanto.blogspot.com/2011/08/fabulous-lebaran-day.html">http://dprishartanto.blogspot.com/2011/08/fabulous-lebaran-day.html</a></p> <p>Text Types Andersons</p> <p>INTERLANGUAGE: English for Senior High School Students X: SMA/MA</p>

			<ul style="list-style-type: none"> <li>• Grammar: Simple past tense: -Verbal sentence -Nominal sentence -Language features of recount text</li> <li>▪ recount text entitled “my last Lebaran celebration”</li> <li>▪ List of irregular verbs</li> </ul> <p>Simple Past Tense</p> <p>The ‘simple past tense’ is used to tell actions or situations in the past. In Unit 1 you learned the ‘simple past tense’ used in positive and negative</p>	5. Writing a recount text	6. Filling missing sentences 7. writing a recount text in the dialogue journal writing			
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			<p>sentences. In this unit you learn the 'simple past tense' in interrogative sentences.</p> <p>- The pattern Verbal :</p> <p>S + V2 + O (positive sentence)</p> <p>S + did + not + V1 + O(negative sentence)</p> <p>Did + S + V1 + O (interrogative sentence)</p> <p>Nominal : S + to be (was/were) +adj/adv/N (positive sentence)</p>					
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			S + was/ were + not +adj/adv/N (negative sentence)					
2								
MEETING 1	Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.	Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.	<ul style="list-style-type: none"> <li>- Recount texts</li> <li>• The theme: “Birthday”</li> <li>• Text : Monologue</li> <li>• Grammar: <b>Adjective</b></li> </ul> <p>any member of a class of words that modify nouns and pronouns, primarily by describing a particular quality of the word they are modifying:</p> <ul style="list-style-type: none"> <li>- wise in a wise grandmother</li> <li>- perfect in a</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying adjectives</li> <li>2. Identifying adverbs</li> <li>3. Differentiating between adjectives and adverbs</li> <li>4. Using adjectives in sentences</li> <li>5. Using adverbs in sentences</li> <li>6. Writing recount text</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading a recount text</li> <li>2. Identifying adjectives and adverb in the text</li> <li>3. Making sentences which have adjectives.</li> <li>4. Playing game called “acting adverb”</li> <li>5. Filling missing parts</li> <li>6. Writing a recount text</li> </ol>	White board, handouts, pictures, laptop, etc	40 X 2 minutes	<p>INTERLANGUAGE: English for Senior High School Students X: SMA/MA</p> <p><a href="http://dictionary.reference.com/browse/adjective">http://dictionary.reference.com/browse/adjective</a></p> <p><a href="http://grammar.about.com/od/ab/g/adverbterm.htm">http://grammar.about.com/od/ab/g/adverbterm.htm</a></p> <p><a href="http://recount-text.blogspot.com/2009/05/anitas-birthday-party.html">http://recount-text.blogspot.com/2009/05/anitas-birthday-party.html</a></p>

			<p>perfect score, - Handsome in him is extremely handsome.</p> <p><b>Adverb</b></p> <p>The part of speech (or word class) that is primarily used to modify a verb, adjective, or other adverb. Adverbs can also modify prepositional phrases, subordinate clauses, and complete sentences.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"><li>• It is tiring to run quickly.</li></ul>					
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			<ul style="list-style-type: none"> <li>• His brother laughs loudly</li> <li>• The sun shone brightly.</li> <li>• The captain went boldly.</li> <li>• The farmer worked hard.</li> <li>• The minister spoke well.</li> </ul> <ul style="list-style-type: none"> <li>▪ A handout of recount text entitled</li> <li>▪ A handout of explanation on language features of recount text; the use of adjectives and adverbs</li> <li>▪ List of adverbs and adjectives</li> </ul>					
MEETING 2	Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and	Expressing meaning and rhetorical steps accurately, fluently and in accordance with	<ul style="list-style-type: none"> <li>- Recount texts</li> <li>• The theme: Shopping</li> <li>• Text :</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying time connectors</li> <li>2. Using time connectors in recount text</li> <li>3. Writing a</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading the previous text</li> <li>2. Identifying the time connectors</li> <li>3. Asking questions</li> </ol>	White board, handouts, pictures,	40 X 2 minutes	INTERLANGUAGE: English for Senior High School Students X: SMA/MA



	procedure texts in the contexts of everyday life.	the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.	<p>Monologue</p> <ul style="list-style-type: none"> <li>• Vocabulary: Wrap:memb ungkus Parcel: parsel Arrest:mena ngkap</li> <li>• Grammar: Time Connector</li> </ul> <p>A "time connector" is a transitional-type word which will help the reader move along with a story. This time connector will be a word such as: Meanwhile, Afterward, Beforehand, Soon, or During.</p>	recount text	related to recount texts	laptop, etc		<a href="http://recount-text.blogspot.com/2009/05/shopping-made-easy.html">http://recount-text.blogspot.com/2009/05/shopping-made-easy.html</a>  <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm</a>  <a href="http://answers.yahoo.com/question/index?qid=1006021513284">http://answers.yahoo.com/question/index?qid=1006021513284</a>
POST-TEST								

## **D.**

# **LESSON PLANS**

## LESSON PLAN

### Cycle 1 (1<sup>st</sup> meeting)

The school : SMA IT ABU BAKAR YOGYAKARTA  
 Subject : English  
 Skill : Writing  
 Class/Semester : X3/1  
 Time Allocation : 40X2  
 Topic : RECOUNT

### A. Standard of Competence

#### Writing

- 6 Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.

### B. Basic Competence

- 6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.

### C. Learning Objective

At the end of the class, the students are able to write recount texts.

### D. The Indicators of Competencies' Achievements

- identifying the generic structure of recount texts
- identifying the language feature of the text; the use of proper nouns in recount texts
- differentiating between proper and common nouns
- writing a recount text

## E. Materials

### The Teacher's Explanation

<p>▪ The Generic Structure of Recount text:</p> <ul style="list-style-type: none"> <li>-Orientation: provides the setting and introduces participants.</li> <li>-Events: tell what happened, in what sequence.</li> <li>-Re-orientation: optional closure of events.</li> </ul> <p>▪ The Grammatical features of the text include:</p> <ol style="list-style-type: none"> <li>1. The use of proper nouns</li> </ol> <p style="padding-left: 40px;"><b>Proper Noun:</b></p> <p>The name of a particular person, place, thing or idea. Proper nouns are <u>always</u> capitalized.</p> <p>Example: tyrants = Hitler,</p> <p style="padding-left: 40px;"><b>Common Noun:</b></p> <p>The name of a particular person, place, thing or idea. Common nouns are <u>not</u> capitalized.</p> <p>Examples: country, winter, car, river</p>
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Enclosed:

1. A model of recount text
2. The students' writing tasks
3. The students' work sheets

## F. Teaching Method

PPP

## G. Teaching Procedure

### I. Pre-teaching (10')

No.	Teacher's Activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Reviewing by asking some questions related to the previous meeting.

## II. Main Teaching and Learning Activity

### a) Presentation (25')

No.	Teacher's Activity	Students' Activity
1.	The researcher asks a student to tell her interesting experience in the last holiday.	The student tells her experience.
2.	The researcher explains about the generic structure of recount text indirectly by asking the students about the details of their activities during holidays.	The students pay attention to the researcher's explanation carefully.
3.	The researcher gives away recount texts about vacation to the students and asks them to read it.	The students read the texts in a glance.
4.	The researcher asks the students whether they find some new words in the text and tell them their meanings.	The students ask the researcher about new words they find in the texts and write them down in their books.
5.	The researcher explains about the text and the communicative purpose of recount texts.	The students listen to the explanation carefully.
6.	The researcher tells the students about the language features of recount texts. One of them is the use of proper nouns.	The students listen to the researcher's explanation.
7.	The researcher informs the students about the importance of mechanics aspects in writing such as spelling and punctuation.	The students pay attention to the explanation.

### b) Practice (20')

No.	Teacher's Activity	Students' Activity
1.	The researcher tells the students to discuss in group of four the first tasks answering questions related to the content of the text to check their comprehension.	The students do the task in group.
2.	The researcher asks the students to make a pair with the friends next to them discussing on answering questions related to incomplete	The students make pairs with the friends next to them and discuss the task.

	recount text and discusses the answer together with all of them.	
3.	The researcher asks the students to work individually to differentiate between proper nouns and common nouns.	The students work on the task individually.
4.	Discussing the answers with the students.	The students discuss the right answer of each question with the researcher.

### c) Production (20')

No.	Teacher's Activity	Students' Activity
1.	The researcher asks the students to write in their dialogue journal books their experiences during holidays for 20 minutes after making an agreement with all students on the topic.	The students write their experiences in dialogue journal books about their interesting holidays for 20 minutes.
2.	The researcher takes the students' journals to be given responses.	

### III. Post-Teaching (5')

No.	Teacher's Activity
1.	Checking for the students' comprehension.
2.	Concluding the lesson learnt together with all the students.
3.	Leading prayer and ending the class.

### H. Media

1. Whiteboard, pictures
2. Handouts

### I. The Sources

1. INTERLANGUAGE: English for Senior High School Students X: SMA/MA
2. Beverly Schmitt 1997-2002
3. <http://writingassignmentspot.blogspot.com/2010/03/recount-text-my-holiday-in-bali.html>. Seen 30th of august 2012.
4. <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>. Seen august 30 2012.

## THE MATERIALS

### ***Task 1***

***Tell your classmates your experience about your last holiday. You may follow these questions.***

1. When did you last go to holiday?
2. With whom you went?
3. Tell your classmates about your last holiday.

### ***Task 2***

***Read the following text and find the proper nouns of the text.***

#### **My Holiday in Bali**



When I was 2<sup>nd</sup> grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

**Task 3**

*Answer the following questions based on the text above.*

4. When did the writer go to Bali?
5. With whom did she go to Bali?
6. What are names of places she visited on the first day?
7. When she arrived to Sangeh, What are animals she found there?
8. Was it a nice journey for her?

**Task 4**

*Arrange the paragraphs of a text below into a good order.*

### A STUDY TOUR TO BALI

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning; I saw a sun rise which was so beautiful.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, my class friends, and I were in the same bus. We left our school at 8 am.

Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea!

Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati

By Sri Suswanti



**Task 5**

*Write C for common noun and P for proper noun on the blank.*

_____ Friday	_____ Columbus Day	_____ hero
_____ Christmas	_____ king	_____ Bill of Rights
_____ document	_____ Catherine the Great	_____ girl
_____ April	_____ Bugs Bunny	_____ collie
_____ Westminster Cathedral		_____ church
_____ Good Friday	_____ book	_____ <i>For the Temple</i>
_____ G. A. Henty	_____ author	_____ England
_____ Ford Motor Company		_____ stereo
_____ Busch Garden Amusement Park		_____ waltz
_____ Virginia	_____ city	_____ Harrisburg
_____ Grand Canyon	_____ zoo	_____ Olive Garden
_____ Dr. Samuel Blumenfeld		_____ Holiday Inn
_____ U.S.S. Constitution		_____ ship
_____ newspaper	_____ Fox News	_____ motorcycle
_____ Harley Davidson	_____ female	_____ Nefertiti
_____ holiday	_____ sea	_____ Black Sea
_____ statue	_____ The Thinker	_____ painting
_____ Mona Lisa	_____ tyrant	_____ Nero
_____ goblet	_____ Royal Doulton	_____ War of 1812
_____ Eleanor Powell	_____ World War II	_____ Agatha Christi

\* *Beverly Schmitt 1997-2002*

Yogyakarta, 14 September 2012

Peneliti

Arina Muflikhati

## LESSON PLAN

The school : SMA IT ABU BAKAR YOGYAKARTA  
 Subject : English  
 Skill : Writing  
 Class/semester : X3/1  
 Time allocation : 40X2  
 Topic : RECOUNT  
 Meeting : 2

### A. Standard of Competency

#### Writing

- 6 Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.

### B. Basic Competency

- 6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.

### C. Learning Objective

At the end of the class, the students are able to write recount texts.

### D. the indicators of competencies' achievements

- identifying the language feature of the text; the use of past tense in recount texts
- forming sentences in simple past tense
- determining verbs in past tense
- writing a recount text

## E. Materials

The teacher's explanation:

1. The use of past tense
    - a. Simple past tense:
      - Verbal sentence
      - Nominal sentence
- Simple Past Tense**
- The 'simple past tense' is used to tell actions or situations in the past.
- The pattern
    - Verbal :
      - S + V2 + O (positive sentence)
      - S + did + not + V1 + O (negative sentence)
      - Did + S + V1 + O (interrogative sentence)
    - Nominal :
      - S + to be (was/were) + adj/adv/N (positive sentence)
      - S + was/ were + not + adj/adv/N (negative sentence)

Enclosed:

1. A model of recount text
2. The students' writing tasks
3. The students' work sheets

## F. Teaching Method

PPP

## G. Teaching Procedure

### I. Pre-teaching (5')

No.	Teacher's Activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Reviewing by asking some questions related to the previous meeting.

## II. Main Teaching and Learning Activity

### a) Presentation (25')

No.	Teacher's Activity	Students' Activity
1.	The researcher continues the class by giving explanation about the use of past tenses in recount texts.	The students accept the list of irregular verbs from the researcher.
2.	After explaining, The researcher gives the students the list of irregular verbs for them to read.	The students read the list and find the meaning of each word in dictionary.
3.	The researcher gives away the copies of recount texts about "the celebration of Ied" and asks them to read it loudly and simultaneously after given a model of pronunciation by her.	The students loudly read the text together after the researcher gives them model of pronunciation.
4.	The researcher asked them to find the meaning of difficult words they find in the text.	The students mention the new words they find in the text and its meaning.
5.	The researcher discusses the text together with the students.	

### b) Practice (25')

No.	Teacher's Activity	Students' Activity
1.	The researcher makes the students to work in pairs to identify the generic structure of the text and the proper nouns found in the text.	The students form pairs with friends next to them and discuss the tasks with their pairs.
2.	The researcher asks the students to mention the past tenses verbs in the text and to tell the present form of those words in pairs.	After discussing, The students mention the past tenses they find and tell their present form.
3.	The researcher asks the students to work individually changing words from present tenses into past tenses.	The students work individually on the task.
4.	The researcher asks the students to write down sentences according to the pictures given.	The students work individually to make sentences according to the pictures.
5.	The researcher checks the students' works.	

**c) Production (15')**

<b>No.</b>	<b>Teacher's Activity</b>	<b>Students' Activity</b>
<b>1.</b>	The researcher asks the students to write their experiences during Ied celebration in their dialogue journals.	The students submit their works to get responses from the researcher.
<b>2.</b>	The researcher takes the students' journals to be given responses.	

**III. Post-Teaching (10')**

<b>No.</b>	<b>Teacher's Activity</b>
<b>1.</b>	Checking for the students' comprehension.
<b>2.</b>	Concluding the lesson learnt together with all the students.
<b>3.</b>	Leading prayer and ending the class.

**H. Media**

1. Whiteboard
2. Handouts

**I. The Sources**

- a. INTERLANGUAGE: English for Senior High School Students X: SMA/MA
- b. <http://dprishartanto.blogspot.com/2011/08/fabulous-lebaran-day.html>.  
Seen 30th august 2012
- c. Text Types 1 by Andersons

Yogyakarta, 21 September 2012

Peneliti

Arina Muflikhati

## THE MATERIALS

### *Task 1*

*Read the following text. Identify the generic structure of the text and change the past tenses in the text into present tenses.*

### MY LAST LEBARAN CELEBRATION



My last Lebaran day was fabulous. I did a lot of enjoyable activities on the day. Though I didn't go upstream (mudik), it was extremely fun.

First, I got up at five o'clock and did praying. Then, I ate no end of delicious food. There were opor, ketupat, and many more. I was almost full at that time. Mom cooked really well as there was no food left. After that, my family and I went to the mosque to do Idul Fitri pray. There, I met some old friends that rarely can be seen. They only came back to their village when Lebaran day came along. Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. I really missed grandma though I hadn't ever seen her face directly. After going back to our house, we decided to take a rest for a while. Finally, we went to my aunt's house and spent the rest of the day there.

I personally believed that Lebaran day was a special day for my family. On that day, we had time to meet and spend our day together. It was fabulous.

*<http://dprishartanto.blogspot.com/2011/08/fabulous-lebaran-day.html>*

**Task 2**

*Change the following words into past forms.*

<b>Go</b>	
<b>Come</b>	
<b>Visit</b>	
<b>Drive</b>	
<b>Swim</b>	
<b>Draw</b>	
<b>Talk</b>	

**Task 3**

*Based on the picture below, Write sentences to describe the actions then change them from present tense to past tense. Look at the example.*

Now



I am a Senior High School student.

Two years ago



I was a Junior High School student.

**1.**

Now




Two years ago



2.

Now



Two years ago




**Task 4**

*Fill in the missing sentences. The first one has been done for you.*

Past tense	Present tense	Future tense
I wore a jumper	I wear a jumper	I will wear a jumper
	I eat a cake	
		I will bring a jumper
They finished doing the assignment		They will finish doing the assignment
She had a headache		
	I go jogging for exercises	

*\*adapted from text types 1 by Andersons*



## LESSON PLAN

The School : SMA IT ABU BAKAR YOGYAKARTA  
 Subject : English  
 Skill : Writing  
 Class/Semester : X3/1  
 Time Allocation : 40X2  
 Topic : RECOUNT  
 Meeting : 3

### A. Standard of Competency

#### Writing

- 6 Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.

### B. Basic Competency

- 6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.

### C. Learning Objective

At the end of the class, the students are able to write recount texts.

### D. The Indicators Of Competencies' Achievements

- identifying adjectives.
- identifying adverbs.
- differentiating between the use of adjectives and adverbs.
- using adverbs in sentences.
- using adjectives in sentences.
- writing a recount text.

## E. Materials

### The Teacher's Explanation:

#### Adjective

any member of a class of words that modify nouns and pronouns, primarily by describing a particular quality of the word they are modifying:

- wise in a wise grandmother
- perfect in a perfect score,
- Handsome in him is extremely handsome.

#### Adverb

The part of speech (or word class) that is primarily used to modify a verb, adjective, or other adverb. Adverbs can also modify prepositional phrases, subordinate clauses, and complete sentences.

#### EXAMPLES:

- It is tiring to run quickly.
- His brother laughs loudly.
- The sun shone brightly.
- The captain went boldly.
- The farmer worked hard.
- The minister spoke well.

Enclosed:

1. A model of recount text
2. The students' writing tasks
3. The students' work sheets

## F. Teaching Method

PPP

## G. Teaching Procedure

### I. Pre-teaching (10')

No.	Teacher's Activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Reviewing by asking some questions related to the previous meeting.

## II. Main Teaching and Learning Activity

### a) Presentation (20')

No.	Teacher's Activity	Students' Activity
1.	The researcher gives away the copies of recount texts about "birthday party" in the forms of letter.	The students accept the texts from the researcher and read it at glance
2.	The researcher asks the students the meaning of some words in the text to check their knowledge of vocabulary	The students mention the meaning of words the researcher asks which are found in the text.
3.	The researcher guides the students to identify some language features of recount texts such as the use of adverbs and adjectives.	The students identified the adjectives and the adverbs found in the text by the guidance of the researcher.
4.	The researcher gives the explanations of adverbs, adjectives and their uses.	The students listen to the researcher's explanation carefully

### b) Practice (30')

No.	Teacher's Activity	Students' Activity
1.	The researcher asks the students to make sentences describing the person next to them using adjectives.	.the students make sentences using adjective to describe their friends.
2.	The researcher invites the students to play game called "acting adverbs".	The students play the game eagerly.
3.	The researcher asks the students to work in pairs filling in the missing parts of a text with the adverbs and adjectives provided in a table.	The students work on the task in pairs.
4.	The researcher together with the students discusses the answer.	

### c) Production (15')

No.	Teacher's Activity	Students' Activity
1.	The researcher asks the students to write their experiences about their special birthday in their dialogue	The students write their experiences of their best birthdays in their dialogue journals.

	journals.	
2.	The researcher takes the students' journals to be given responses.	The students submit their works to get responses from the researcher.

### III. Post-Teaching (5')

No.	Teacher's Activity
1.	Checking for the students' comprehension.
2.	Concluding the lesson learnt together with all the students.
3.	Leading prayer and ending the class.

#### H. Media

1. Whiteboard
2. Handouts, pictures

#### I. The Sources

1. INTERLANGUAGE: English for Senior High School Students X: SMA/MA
2. <http://dictionary.reference.com/browse/adjective>. Seen 31st of August 2012
3. <http://grammar.about.com/od/ab/g/adverbterm.htm>. Seen 31st of August 2012.
4. <http://recount-text.blogspot.com/2009/05/anitas-birthday-party.htm>. Seen 31st of August 2012

Yogyakarta, 28 September 2012

Peneliti

Arina Muflikhati

## THE MATERIALS

### *Task 1*

*Read the following text and identify the adjectives and the adverbs in the text*

#### **A Letter to Sarah**

Demak, January 24, 2007

Dear Sinta,

Now I am very happy. How about you, Sinta? I want to tell you about my birthday party last week.

Last week I had my birthday party at school. I invited some of my classmates to have some snacks and drink at the school canteen. I told them it was my birthday party.

All my friends shook my hands and said congratulation on my birthday. Then they sang "Happy Birthday" together. They also clapped their hands happily. The teachers also celebrated my birthday. One of them gave me a good pen as a gift of my birthday.

The party was very simple but it was fun. And we were very happy.

I think it's all. I hope you are happy, too.

Love,  
Sarah

**Task 2**

*Fill in the blanks with correct verb forms. Compare your answers with your classmate's sitting next to you. Look at the example.*

**Anita's Birthday Party**

<b>colorful</b>	<b>beautiful</b>	<b>colorful</b>
<b>very happy</b>	<b>full</b>	<b>delicious</b>
<b>happily</b>	<b>cheerfully</b>	<b>slowly</b>
<b>fun</b>	<b>excitedly</b>	<b>cute</b>

Last Sunday, Anita had a party in her house. The house was 1.) **full** of flowers and 2.) ... balloons. It was Anita's birthday party.

Her classmates and her neighbors 3.)...came to visit her house. They wore 4.)...clothes and brought 5.)...presents. Anita wore a 6.)... dress. She gave a short speech to guests. After that, she blew the candles 7.)... and cut the birthday cake. Next, all of them 8.)... sang a birthday song together. They also 9.)... clapped hands. Then, they ate 10.)... . All people looked 11.).... One of Anita's friends read a poem for her and the others listened to him. Then they gave him a big applause ... .

Late at night, they went home. The party was really 12.)... .

## LESSON PLAN

The school : SMA IT ABU BAKAR YOGYAKARTA  
 Subject : English  
 Skill : writing  
 Class/semester : X3/1  
 Time allocation : 40X2  
 Topic : RECOUNT  
 Meeting : 4

### A. Standard of Competency

#### Writing

- 6 Expressing meaning in short functional written texts and simple essays in the forms of recount, narrative, and procedure texts in the contexts of everyday life.

### B. Basic Competency

- 6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: Recount, Narrative, and Procedure.

### C. Learning Objective

At the end of the class, the students are able to write recount texts.

### D. The Indicators Of Competencies' Achievements

- identifying time connectors as one of the language features of recount texts.
- Using time connectors in a recount text.
- writing a recount text.

**E. Materials****The teacher's explanation:****Time Connector**

A "time connector" is a transitional-type word which will help the reader move along with a story. This time connector will be a word such as: Meanwhile, Afterward, Beforehand, Soon, or During.

The examples of time connectors in recount texts to show the order of sequences or events:

- Just at that moment	- 2 months ago
- In the beginning	- As soon as possible
- Suddenly	- In the end of ...
- Later	- Before
- One day	- Next
- In due course	- Meanwhile
- After	- Finally
- Earlier	- Then
- Just then	- Last year/ month/week
- Several months later	

Enclosed:

1. A model of recount text
2. The students' writing tasks
3. The students' work sheets

**F. Teaching Method**

PPP

**G. Teaching Procedure****I. Pre-teaching**

No.	Teacher's Activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Reviewing by asking some questions related to the previous meeting.



## II. Main Teaching and Learning Activity

### a) Presentation

No.	Teacher's Activity	Students' Activity
1.	The researcher gives away the copies of recount texts in the forms of eyewitness account and asks them to read.	The students accept the texts from the researcher and read it.
2.	The researcher asks the students the meaning of some words in the text to check their vocabulary mastery.	The students loudly read the text together after the researcher gives them model of pronunciation.
3.	The researcher guides the students to identify some language feature of recount texts such as the use of time connectors.	The students mention the meaning of words the researcher asks which are found in the text.
4.	The researcher gives the explanation of time connectors and their uses.	The students identified the time connectors found in the text by the guidance of the researcher.

### b) Practice

No.	Teacher's Activity	Students' Activity
1.	The researcher asks the students to mention some time connectors they know.	The students mention the words they know.
2.	The researcher opens the questions sessions on the materials of recount texts which the students still do not understand yet.	The students who have difficulties related to recount texts ask questions to the researcher.

### c) Production

No.	Teacher's Activity	Students' Activity
	The researcher asks the students to make groups of 5 people.	The students make groups of five people.
1.	The researcher invites the students to make a recount text in group. The group with the best text will be given a gift.	The students make recount texts by discussing with their teams.
2.	The researcher takes the students' works.	The students submit their works.

### III. Post-Teaching

No.	Teacher's Activity
1.	Checking for the students' comprehension.
2.	Concluding the lesson learnt together with all the students.
3.	Leading prayer and ending the class.

### H. Media

1. Whiteboard, pictures
2. Handouts

### I. The Sources

1. INTERLANGUAGE: English for Senior High School Students X: SMA/MA
2. <http://recount-text.blogspot.com/2009/05/shopping-made-easy.html>. Seen on 30th of August 2012.
3. <http://grammar.ccc.commnet.edu/grammar/conjunctions.htm>. Seen on 31st of August 2012.
4. <http://answers.yahoo.com/question/index?qid=1006021513284>. Seen on 31<sup>st</sup> of August 2012.

Yogyakarta, 5 oktober 2012

Peneliti

Arina Muflikhati

## THE MATERIALS

**Task 1.** *Read the following text and find the time connectors in the text.*

### Shopping Made Easy



I have been working as a detective for 5 years. I recently watched a well-dressed woman who always went into a large store on Monday mornings.

One day, there were fewer people in the shop than usual when the woman came in, so it was easier for me to watch her. The woman first bought few small articles. After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out of the shop without paying. When she was arrested, I found out that the shop assistant was her daughter.

I thought that was an unexpected thing I had ever seen and experienced in my life.

**Task 2.** *Work in group of five and write a recount text based on the following worksheet.*

	Orientation
Event 1	
	Event 2
	Re-orientaion

# **E.**

## **OBSERVATION CHECKLISTS**

NO : Observation Sheet 1  
 Cycle : I  
 Meeting : 1  
 Object : Researcher  
 Day/Date : Friday, 14 September 2012

No.	Researcher's activities	Yes	No	Description
1.	The researcher opens the class and checks students' attendance list after greets them.	√		
2.	The researcher asks the students to tell their stories during holidays.	√		
3.	The researcher explains about the generic structure of recount text inductively by asking the students about the details of their activities during holidays.	√		
4.	The researcher gives away recount texts about vacation to the students and asks them to read it.	√		
5.	The researcher asks the students whether they find some new words in the text.	√		
6.	The researcher explains about the text and the communicative purposes of recount texts.	√		
7.	The researcher tells the students about the language features of recount texts. One of them is the use of proper nouns which is explained in the first meeting.	√		
8.	The researcher asks the students to make a pair with the friends next to them discussing on answering questions related to incomplete recount text and discusses the answer together with all of them.	√		
9.	The researcher asks the students to work individually to differentiate between proper nouns and common nouns and discusses the answers together with all students.	√		
10.	The researcher asks the students to write on their dialogue journal book about their experiences during holidays for 20 minutes after getting agreement with all students	√		

	about the topic.			
11.	The researcher takes the students' journals to be given responses.	√		
12.	After making conclusion about the lesson, the researcher closes the class.	√		

NO : Observation Sheet 1  
 Cycle : I  
 Meeting : 1  
 Object : Students  
 Day/Date : Friday, 14 September 2012

No.	Students' activities	Yes	No	Description
1.	The students pay attention to the researcher and answer her greet.	√		
2.	The students tell their experiences during holidays.	√		
3.	The students listen to the researcher's explanation carefully and tell their stories in details.	√		
4.	The students read the texts in glance.	√		
5.	The students ask the researcher about new words they find in the texts and write them down in their books.	√		
6.	The students listen to the explanation carefully.	√		
7.	The students make pairs with friends next to them.	√		
8.	The students discuss the answers of questions with their pairs.	√		
9.	The students discuss the right answer of each question with the researcher.	√		
10.	The students do the task individually and discuss the answers with the researcher soon after they finish doing it.	√		
11.	The students write their experiences in dialogue journal books about their vacations for twenty minutes.	√		
12.	The students submit their works to get responses from the researcher.	√		

13.	The students close the class with saying “ <i>hamdalah</i> ”.	√		
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NO : Observation Sheet 1  
 Cycle : I  
 Meeting : 2  
 Object : Researcher  
 Day/Date : Friday, 21 September 2012

No.	Researcher's activities	Yes	No	Description
1.	The researcher opens the class and checks students' attendance list after greets them.	√		
2.	The researcher asks the students some questions related to the materials taught in the previous meeting and review it together with them.	√		
3.	The researcher continues the class by giving explanation about the use of past tenses in recount texts.	√		
4.	After explaining, The researcher gives the students the list of irregular verbs for them to read.	√		
5.	The researcher gives away the copies of recount texts about “the celebration of Ied” and asks them to read it.	√		
6.	The researcher asks the students to find the new vocabulary the text.	√		
7.	The researcher makes the students to work in pairs to identify the generic structure of the text and the proper nouns found in the text.	√		
8.	The researcher asks the students to mention the past tenses verbs in the text and to tell the present form of those words in pairs.	√		
9.	The researcher asks the students to work individually changing words from present tenses into past tenses.	√		
10.	The researcher asks the students to write down sentences according to the pictures given.	√		
11.	The researcher asks the students to write	√		

	their experiences during IED celebration in their dialogue journals.			
12.	The researcher takes the students' journals to be given responses.	√		
13.	After making conclusion about the lesson, the researcher closes the class.	√		

NO : Observation Sheet 1  
 Cycle : I  
 Meeting : 2  
 Object : Students  
 Day/Date : Friday, 21 September 2012

No.	Students' activities	Yes	No	Description
1.	The students pay attention to the researcher and answer her greet.	√		
2.	The students are listening to the researcher's explanation carefully.	√		
3.	The students accept the list of irregular verbs from the researcher.	√		
4.	The students mention the new words they find in the text.	√		
5.	The students form pairs with friends next to them.	√		
6.	The students discuss the tasks with their pairs.	√		
7.	The students discuss the answers together with the researcher.	√		
8.	The students work individually to make sentences according to the pictures.	√		
9.	The students write down their experiences during Lebaran celebration in their dialogue journals.	√		
10.	The students submit their works to get responses from the researcher.	√		
11.	The students close the class with saying " <i>Hamdalah</i> ".	√		



NO : Observation Sheet 1  
 Cycle : 2  
 Meeting : 1  
 Object : Researcher  
 Day/Date : Friday, 28 September 2012

No.	Researcher's activities	Yes	No	Description
1.	The researcher opens the class and checks students' attendance list after greets them.	√		
2.	The researcher gives away the copies of recount texts about "birthday party" in the forms of letter and asks them to read it.	√		
3.	The researcher asks the students the meaning of some words in the text to check their knowledge of vocabulary	√		
4.	The researcher guides the students to identify some language features of recount texts such as the use of adverbs and adjectives.	√		
5.	The researcher gives the explanations of adverbs, adjectives and their uses.	√		
6.	The researcher asks the students to make sentences describing the person next to them using adjectives.	√		
7.	The researcher asks 2 students to make some sentences describing their friends' characteristics using adjectives while the other students guess who the people are.	√		
8.	The researcher invites the students to play game called "acting adverbs".	√		
	The researcher asks the students work in pairs filling the missing parts of a text with the help of a table containing the words.		√	The time was not enough.
9.	The researcher asks the students to write their experiences about their special birthday in their dialogue journals.	√		
10.	The researcher takes the students' journals to be given responses.	√		
11.	After making conclusion about the lesson, the researcher closes the class.	√		

NO : Observation Sheet 1  
 Cycle : 2  
 Meeting : 1  
 Object : Students  
 Day/Date : Friday, 28 September 2012

No.	Students' activities	Yes	No	Description
1.	The students pay attention to the researcher and answer her greet.	√		
2.	The students accept the texts from the researcher and read it at glance	√		
3.	The students read the text.	√		
4.	The students mention the meaning of words the researcher asks which are found in the text.	√		
5.	The students identified the adjectives and the adverbs found in the text by the guidance of the researcher.	√		
6.	The students listen to the researcher's explanation carefully.	√		
7.	The students make sentences using adjectives to tell their friends characteristics.	√		
8.	The students guess their classmates who have the characteristics described.	√		
9.	The students divide the class into 2 groups.	√		
10.	The students play the game called "acting adverbs" enthusiastically.	√		
11.	The students write their experiences of their best birthdays in their dialogue journals.	√		
12.	The students submit their works to get responses from the researcher.	√		
13.	The students close the class with saying "hamdalah".	√		

NO : Observation Sheet 1  
 Cycle : 2  
 Meeting : 2  
 Object : Researcher  
 Day/Date : Friday, 5 October 2012

No.	Researcher's activities	Yes	No	Description
1.	The researcher opens the class and checks students' attendance list after greets them.	√		
2.	The researcher gives away the copies of recount texts in the forms of eyewitness account and asks them to read it.	√		
3.	The researcher asks the students the meaning of some words in the text to check their knowledge of vocabulary	√		
4.	The researcher guides the students to identify some language feature of recount texts such as the use of time connectors.	√		
5.	The researcher gives the explanation of time connectors and their use.	√		
6.	The researcher asked the students to ask questions related to the materials on recount texts.	√		
7.	The researcher asks the students to make groups of 5 people.	√		
8.	The researcher invites the students to make a recount text in group. The group with the best text will be given a gift.	√		
9.	After making conclusion about the lesson, the researcher closes the class.	√		

NO : Observation Sheet 1  
 Cycle : 2  
 Meeting : 2  
 Object : Students  
 Day/Date : Friday, 5 October 2012

No.	Students' activities	Yes	No	Description
1.	The students pay attention to the researcher and answer her greet.	√		
2.	The students accept the texts from the researcher and read it at glance.	√		

3.	The students mention the meaning of words the researcher asks which are found in the text.	√		
4.	The students identified the time connectors found in the text by the guidance of the researcher.	√		
5.	The students listen to the researcher's explanation carefully.	√		
6.	The students ask questions related to recount texts.	√		
7.	The students make groups of five people.	√		
8.	The students make recount texts by discussing with their teams.	√		
9.	The students submit their works to get responses from the researcher.	√		
10.	The students close the class with saying " <i>hamdalah</i> ".	√		

**F.**  
**SCORING SCHEME &**  
**STUDENTS' SCORES**

# SCORING SCHEME

BY: JOHN ANDERSON

ASPECT	SCORE	
Grammar	6.	• Few, (if any) noticeable errors of grammar or word order.
	5.	• Some errors of grammar or word order which do not, however, interfere with comprehension.
	4.	• Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
	3.	• Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
	2.	• Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	1.	• Errors of grammar or word order so severe as to make comprehension virtually impossible.
ASPECT	SCORE	
Vocabulary	6.	• Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
	5.	• Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
	4.	• Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3.	• Limited vocabulary and frequent errors clearly hinder expression of ideas.
	2.	• Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
	1.	• Vocabulary limitations so extreme as to make comprehension virtually impossible.
ASPECT	SCORE	
Mechanics	6.	• Few (if any) noticeable lapses in punctuation or spelling.
	5.	• Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.
	4.	• Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
	3.	• Frequent errors in spelling or punctuation; lead sometimes to obscurity.
	2.	• Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
	1.	• Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
ASPECT	SCORE	
Fluency	6.	• Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
(style and ease of communication)	5.	• Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

	4.	<ul style="list-style-type: none"> <li>• “Patchy” with some structures or vocabulary items noticeably inappropriate to general style.</li> </ul>
	3.	<ul style="list-style-type: none"> <li>• Structures and vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.</li> </ul>
	2.	<ul style="list-style-type: none"> <li>• Communication often impaired by completely inappropriate or misused structures or vocabulary items.</li> </ul>
	1.	<ul style="list-style-type: none"> <li>• A “hotchpotch” of half learned misused structures and vocabulary items rendering communication almost impossible.</li> </ul>
ASPECT	SCORE	
Form	6.	<ul style="list-style-type: none"> <li>• Highly organized; clear progression of ideas well-linked; like educated native writer.</li> </ul>
(organization)	5.	<ul style="list-style-type: none"> <li>• Material well-organized; links could occasionally be clearer but communication not impaired.</li> </ul>
	4.	<ul style="list-style-type: none"> <li>• Some lack of organization; re-reading required for clarification of ideas.</li> </ul>
	3.	<ul style="list-style-type: none"> <li>• Little or no attempt at connectivity, though reader can deduce some organization.</li> </ul>
	2.	<ul style="list-style-type: none"> <li>• Individual ideas may be clear, but very difficult to deduce connection between them.</li> </ul>
	1.	<ul style="list-style-type: none"> <li>• Lack of organization so severe that communication is seriously impaired.</li> </ul>

SCORE: gramm: ... + vocab: ... + mech: ... + fluen: ... + form: ... = ...

*\*Hughes, A 2003. Testing for Language Teachers. Cambridge. Cambridge. University Press*

**TEXT 1**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	-	-	-	-	-	-
2.	505	AfifahFadhilatulUmmah	S2	3	3	3	3	3	15
3.	506	AgnienditaRhizkaAmalia	S3	2	3	3	2	3	13
4.	510	AjengPutriSatrianingrum	S4	1	4	2	1	1	12
5.	514	HannaAmri	S5	4	4	4	4	4	20
6.	515	AnnisaFadhilahHusna	S6	4	4	3	2	3	16
7.	516	AnnisaRahmalia	S7	2	2	3	2	3	9
8.	517	AnnisaaDyahMuchdiarni	S8	3	3	3	3	3	15
9.	518	AqmarinaDalili	S9	1	2	2	2	2	9
10.	521	AudiaWahyuRahmasari	S10	3	3	3	3	2	14
11.	522	AzizahIrfayanti	S11	2	2	2	3	3	12
12.	524	DwiPujiRahayu	S12	2	2	2	2	2	10
13.	525	DwiRegitaNingrum	S13	2	3	1	2	2	10
14.	527	EsthaOktavianti	S14	3	3	3	2	3	14
15.	528	Eva Nurfita	S15	1	2	3	2	2	10
16.	529	FadhilahAmaliyah	S16	4	4	2	4	4	18
17.	531	FaradifaSafira	S17	4	3	3	3	3	16
18.	533	FinaRahmatulUmmah	S18	3	4	2	3	3	15
19.	534	FiraGhinaHasanah	S19	3	3	4	2	2	14
20.	539	Halima Tusa'diyah	S20	4	4	2	4	3	17
21.	540	HasinaTazkiya	S21	3	4	1	3	4	15
22.	542	IksaZulfaRahma	S22	3	2	4	1	1	11
23.	543	ImamatulMaghfirani	S23	2	3	3	2	3	13
24.	544	ImroatulMufidah	S24	4	4	3	4	4	19
25.	545	Indah Milanisari	S25	-	-	-	-	-	-
TOTAL				63	71	59	59	65	
MEAN				2.73	3.08	2.56	2.56	2.82	



## TEXT 2

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	3	4	4	3	3	17
2.	505	AfifahFadhilatulUmmah	S2	3	4	3	5	4	19
3.	506	AgnienditaRhizkaAmalia	S3	3	4	5	4	3	19
4.	510	AjengPutriSatrianingrum	S4	2	3	3	2	3	13
5.	514	Hanna Amri	S5	4	5	4	5	5	23
6.	515	AnnisaFadhilahHusna	S6	5	5	5	3	3	21
7.	516	AnnisaRahmalia	S7	2	3	3	3	3	14
8.	517	AnnisaaDyahMuchdiarni	S8	3	4	4	3	3	17
9.	518	AqmarinaDalili	S9	3	4	3	4	4	18
10.	521	AudiaWahyuRahmasari	S10	2	2	3	3	2	12
11.	522	AzizahIrjayanti	S11	2	4	3	3	2	14
12.	524	DwiPujiRahayu	S12	2	2	2	2	3	11
13.	525	DwiRegitaNingrum	S13	2	3	3	5	3	16
14.	527	EsthaOktavianti	S14	2	3	2	3	2	12
15.	528	Eva Nurfita	S15	2	2	3	3	3	13
16.	529	FadhilahAmaliyah	S16	5	5	4	4	4	22
17.	531	FaradifaSafira	S17	3	3	3	3	4	16
18.	533	FinaRahmatulUmmah	S18	4	4	4	5	4	21
19.	534	FiraGhinaHasanah	S19	2	2	3	2	2	11
20.	539	Halima Tusa'diyah	S20	2	3	3	3	2	13
21.	540	HasinaTazkiya	S21	2	3	4	3	4	16
22.	542	IksaZulfaRahma	S22	3	3	3	3	4	16
23.	543	ImamatulMaghfirani	S23	4	4	3	3	3	17
24.	544	ImroatulMufidah	S24	5	5	5	5	4	24
25.	545	Indah Milanisari	S25	2	3	3	2	2	12
TOTAL				72	87	85	84	79	
MEAN				2.88	3.48	3.4	3.36	3.16	

**TEXT 3**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	4	5	4	3	4	20
2.	505	AfifahFadhilatulUmmah	S2	4	5	4	4	5	22
3.	506	AgnienditaRhizkaAmalia	S3	4	5	5	3	4	21
4.	510	AjengPutriSatrianingrum	S4	3	2	3	3	4	15
5.	514	Hanna Amri	S5	6	5	5	5	5	26
6.	515	AnnisaFadhilahHusna	S6	4	4	4	4	5	21
7.	516	AnnisaRahmalia	S7	3	3	3	2	3	14
8.	517	AnnisaaDyahMuchdiarni	S8	4	4	4	5	5	22
9.	518	AqmarinaDalili	S9	4	3	4	4	3	18
10.	521	AudiaWahyuRahmasari	S10	3	3	3	3	3	15
11.	522	AzizahIrfayanti	S11	3	3	3	3	4	16
12.	524	DwiPujiRahayu	S12	3	2	2	3	2	12
13.	525	DwiRegitaNingrum	S13	3	3	4	3	3	16
14.	527	EsthaOktavianti	S14	3	2	4	3	3	15
15.	528	Eva Nurfita	S15	3	5	3	5	3	19
16.	529	FadhilahAmaliyah	S16	6	5	5	5	5	26
17.	531	FaradifaSafira	S17	3	4	4	3	4	18
18.	533	FinaRahmatulUmmah	S18	4	4	5	4	5	22
19.	534	FiraGhinaHasanah	S19	4	4	3	3	2	16
20.	539	Halima Tusa'diyah	S20	2	2	3	2	3	12
21.	540	HasinaTazkiya	S21	5	4	5	4	4	22
22.	542	IksaZulfaRahma	S22	3	4	3	4	4	19
23.	543	ImamatulMaghfirani	S23	5	4	4	5	4	22
24.	544	ImroatulMufidah	S24	6	6	5	5	5	27
25.	545	Indah Milanisari	S25	3	3	3	3	2	14
TOTAL				95	94	90	91	89	
MEAN				3.8	3.76	3.6	3.64	3.56	

**Researcher's Rates: PRE-TEST**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	3	2	2	2	3	12
2.	505	AfifahFadhilatulUmmah	S2	4	4	4	4	3	19
3.	506	AgnienditaRhizkaAmalia	S3	3	3	4	4	3	18
4.	510	AjengPutriSatrianingrum	S4	3	3	2	3	4	14
5.	514	Hanna	S5	-	-	-	-	-	0
6.	515	AnnisaFadhilahHusna	S6	5	4	4	3	4	20
7.	516	AnnisaRahmalia	S7	2	2	3	2	3	9
8.	517	AnnisaaDyahMuchdiarni	S8	2	3	3	3	3	14
9.	518	AqmarinaDalili	S9	3	5	4	4	4	20
10.	521	AudiaWahyuRahmasari	S10	2	2	2	2	2	10
11.	522	AzizahIrfayanti	S11	3	3	3	3	3	15
12.	524	DwiPujiRahayu	S12	2	3	3	3	3	14
13.	525	DwiRegitaNingrum	S13	2	2	2	3	3	12
14.	527	EsthaOktavianti	S14	4	4	5	4	5	22
15.	528	Eva Nurfitra	S15	2	2	4	3	3	14
16.	529	FadhilahAmaliyah	S16	5	5	5	5	5	25
17.	531	FaradifaSafira	S17	5	5	2	5	4	21
18.	533	FinaRahmatulUmmah	S18	3	3	4	3	4	17
19.	534	FiraGhinaHasanah	S19	2	2	2	2	3	11
20.	539	Halima Tusa'diyah	S20	-	-	-	-	-	0
21.	540	HasinaTazkiya	S21	2	3	3	4	3	16
22.	542	IksaZulfaRahma	S22	2	3	4	3	3	16
23.	543	ImamatulMaghfirani	S23	3	2	3	4	3	16
24.	544	ImroatulMufidah	S24	3	4	2	4	4	18
25.	545	Indah Milanisari	S25	3	3	4	4	3	17
TOTAL				68	72	74	77	78	
MEAN				2.95	3.13	3.21	3.34	3.39	

### POST-TEST

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	4	5	4	4	5	22
2.	505	AfifahFadhilatulUmmah	S2	5	5	4	5	5	24
3.	506	AgnienditaRhizkaAmalia	S3	5	5	4	5	5	24
4.	510	AjengPutriSatrianingrum	S4	3	3	3	2	3	14
5.	514	Hanna Amri	S5	5	5	5	5	5	25
6.	515	AnnisaFadhilahHusna	S6	4	3	5	3	3	18
7.	516	AnnisaRahmalia	S7	3	3	4	3	3	16
8.	517	AnnisaaDyahMuchdiarni	S8	4	4	4	4	5	21
9.	518	AqmarinaDalili	S9	3	4	4	3	4	18
10.	521	AudiaWahyuRahmasari	S10	4	4	4	4	4	20
11.	522	AzizahIrfayanti	S11	4	5	5	5	4	23
12.	524	DwiPujiRahayu	S12	3	4	3	4	3	17
13.	525	DwiRegitaNingrum	S13	3	4	4	4	4	19
14.	527	EsthaOktavianti	S14	3	3	4	3	3	16
15.	528	Eva Nurfitra	S15	4	4	4	4	5	21
16.	529	FadhilahAmaliyah	S16	6	5	5	5	6	27
17.	531	FaradifaSafira	S17	3	4	4	4	4	19
18.	533	FinaRahmatulUmmah	S18	4	4	4	5	4	21
19.	534	FiraGhinaHasanah	S19	3	3	4	3	3	16
20.	539	Halima Tusa'diyah	S20	3	3	3	3	4	16
21.	540	HasinaTazkiya	S21	3	4	4	4	5	18
22.	542	IksaZulfaRahma	S22	3	4	4	4	5	20
23.	543	ImamatulMaghfirani	S23	4	5	5	4	4	22
24.	544	ImroatulMufidah	S24	5	6	5	5	6	27
25.	545	Indah Milanisari	S25	2	3	2	3	3	13
TOTAL				93	102	101	98	105	
MEAN				3.72	4.08	4.04	3.92	4.2	

**Teacher's Rates: PRE-TEST**

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	2	2	2	2	2	10
2.	505	AfifahFadhilatulUmmah	S2	4	4	3	4	3	18
3.	506	AgnienditaRhizkaAmalia	S3	3	3	4	4	3	18
4.	510	AjengPutriSatrianingrum	S4	3	3	3	3	3	15
5.	514	Hanna Amri	S5	-	-	-	-	-	0
6.	515	AnnisaFadhilahHusna	S6	5	4	4	3	3	19
7.	516	AnnisaRahmalia	S7	2	2	2	4	3	13
8.	517	AnnisaaDyahMuchdiarni	S8	3	3	3	3	3	15
9.	518	AqmarinaDalili	S9	3	4	4	4	5	20
10.	521	AudiaWahyuRahmasari	S10	2	2	2	2	3	11
11.	522	AzizahIrfayanti	S11	3	3	3	3	3	15
12.	524	DwiPujiRahayu	S12	3	2	3	3	3	14
13.	525	DwiRegitaNingrum	S13	2	3	2	2	3	12
14.	527	EsthaOktavianti	S14	5	4	4	4	4	21
15.	528	Eva Nurfiti	S15	2	2	4	4	3	22
16.	529	FadhilahAmaliyah	S16	6	5	5	5	5	26
17.	531	FaradifaSafira	S17	5	4	4	4	5	22
18.	533	FinaRahmatulUmmah	S18	3	3	4	4	4	18
19.	534	FiraGhinaHasanah	S19	2	2	3	3	3	13
20.	539	Halima Tusa'diyah	S20	-	-	-	-	-	0
21.	540	HasinaTazkiya	S21	3	3	3	4	3	16
22.	542	IksaZulfaRahma	S22	3	3	3	3	3	15
23.	543	ImamatulMaghfirani	S23	3	3	3	4	3	16
24.	544	ImroatulMufidah	S24	3	4	3	4	4	18
25.	545	Indah Milanisari	S25	3	2	4	4	3	16
TOTAL				73	70	75	80	77	
MEAN				3.17	3.04	3.26	3.47	3.34	

### POST-TEST

NO	NIS	NAME	CODE	ASPECTS					TOTAL
				Grammar	Vocabulary	Mechanics	Fluency	Form (organization)	
1.	504	Adjeng R Setyorahayu	S1	4	5	4	4	5	22
2.	505	AfifahFadhilatulUmmah	S2	4	4	4	5	4	25
3.	506	AgnienditaRhizkaAmalia	S3	4	5	4	5	5	23
4.	510	AjengPutriSatrianingrum	S4	3	3	3	3	3	15
5.	514	Hanna Amri	S5	4	4	5	5	5	23
6.	515	AnnisaFadhilahHusna	S6	4	4	5	3	3	19
7.	516	AnnisaRahmalia	S7	3	3	4	3	4	17
8.	517	AnnisaaDyahMuchdiarni	S8	4	4	4	4	4	20
9.	518	AqmarinaDalili	S9	4	3	4	3	3	17
10.	521	AudiaWahyuRahmasari	S10	5	4	5	5	4	23
11.	522	AzizahIrfayanti	S11	5	5	6	5	5	26
12.	524	DwiPujiRahayu	S12	3	3	3	4	3	18
13.	525	DwiRegitaNingrum	S13	4	4	4	4	4	20
14.	527	EsthaOktavianti	S14	3	4	4	3	4	18
15.	528	Eva Nurfita	S15	4	4	4	4	4	20
16.	529	FadhilahAmaliyah	S16	6	5	5	6	6	28
17.	531	FaradifaSafira	S17	4	4	3	4	5	20
18.	533	FinaRahmatulUmmah	S18	4	4	4	5	4	21
19.	534	FiraGhinaHasanah	S19	3	3	4	3	3	16
20.	539	Halima Tusa'diyah	S20	4	3	3	3	3	16
21.	540	HasinaTazkiya	S21	3	4	3	4	5	19
22.	542	IksaZulfaRahma	S22	3	4	4	4	4	19
23.	543	ImamatulMaghfirani	S23	4	4	4	4	3	20
24.	544	ImroatulMufidah	S24	5	5	5	5	5	25
25.	545	Indah Milanisari	S25	2	3	2	3	3	13
TOTAL				96	98	100	101	101	
MEAN				3.84	3.92	4	4.04	4.04	



The Comparison of the Mean Scores of the Students' Texts in DJW

NO	NIS	NAME	CODE	DIALOGUE JOURNALS		
				TEXT I	TEXT II	TEXT III
1.	504	Adjeng R. Setyorahayu	S1	-	17	20
2.	505	Afifah Fadhilatul Ummah	S2	15	19	22
3.	506	Agniendita Rhizka Amalia	S3	13	19	21
4.	510	Ajeng Putri Satrianingrum	S4	12	13	15
5.	514	Hanna Amri	S5	20	23	26
6.	515	Annisa Fadhilah Husna	S6	16	21	21
7.	516	Annisa Rahmalia	S7	9	14	14
8.	517	Annisaa Dyah Muchdiarni	S8	15	17	22
9.	518	Aqmarina Dalili	S9	9	18	18
10.	521	Audia Wahyu Rahmasari	S10	14	12	15
11.	522	Azizah Irjayanti	S11	12	14	16
12.	524	Dwi Puji Rahayu	S12	10	11	12
13.	525	Dwi Regita Ningrum	S13	10	16	16
14.	527	Estha Oktavianti	S14	14	12	15
15.	528	Eva Nurfita	S15	10	13	19
16.	529	Fadhilah Amaliyah	S16	18	22	26
17.	531	Faradifa Safira	S17	16	16	18
18.	533	Fina Rahmatul Ummah	S18	15	21	22
19.	534	Fira Ghina Hasanah	S19	14	11	16
20.	539	Halima Tusa'diyah	S20	17	13	12
21.	540	Hasina Tazkiya	S21	15	16	22
22.	542	Iksa Zulfa Rahma	S22	11	16	19
23.	543	Imamatul Maghfirani	S23	13	17	22
24.	544	Imroatul Mufidah	S24	19	24	27
25.	545	Indah Milanisari	S25	-	12	14
TOTAL				317	407	470
MEAN				13.78	16.28	18.8



**G.**  
**STUDENTS' WRITING**  
**AND**  
**RESEARCHER'S**  
**RESPONSES**

## Hasina Tazkiya

### Text 1

#### My Interest Holiday.

Last year ago, when I was 3<sup>rd</sup> grade of junior high school, I and all my friends study tour at east Java. We were there for three days. And I had many impressive and interesting during the vacation.

The first day, we visited city Batu of Malang. There are many apple's and all free picked apple. Then, we checked in to the Haji Dorm. We prepared ourselves and break in the dorm.

The second day, we visited Jatim Park. There are many players and free play in the Jatim Park. We were very happy. After that, we arrived at Mosque for pray together.

The last day, we spent our time in WBL. We very enjoyed. We also found and see animal, and we played so many water sports such as banana boat, jetsky etc. After that we went to mall in WBL for shopping. I bought many souvenirs. We went back home.

This is a last moment's and I very happy and enjoyed with all my friends.

## Text 2

### Idel Celebration

One month ago, on August 2012, all Moslem members of a religious community was celebrating Idul Fitri day. We were so happy because can celebrate with big family together.

After praying Idul Fitri, we were goodwill in the neighbours home. We could very enjoy and happy. We get some food and look very delicious ... yummy :3. After that we were visited in the brothers and sisters home. They were welcome and hugged me very frighten. Then, we also talked some history with them. Unforget, we also visited in the grandma house. Uuh. I was so missed her. After long time not see, I and my brothers and my sisters played together and going on for explore the village. Emm ... that was so enjoy and fun! We found jump water and look very beautiful. There was found ruby. And I was taking a ruby.

Yeah, that was unforgettable moment's with my big family's, I wish next year could met again in next Idul Fitri. And let's waiting the next my story!

Love you so much my big family .. :)

5 : 3



### Text 3

#### Birthday

<input type="checkbox"/>	* my birtday party.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	One year ago, on June 28 <sup>th</sup> 2011. I was birtday. Beginning, I was
<input type="checkbox"/>	supposed if all my best friends forget that moment. Early, at 09.30 AM, I was
<input type="checkbox"/>	heard knock the door, and I was open. Wow, I found my best friends. There
<input type="checkbox"/>	were Putri, Ami, Inna, Mida and Anisa. She had order me go out home. Anisa
<input type="checkbox"/>	close my eye's with slayer. She had turned me. Uugh -- I was so dizzy. Then,
<input type="checkbox"/>	they throw me some egg, flour and some water. Iyvvh.. it was so disgusted,
<input type="checkbox"/>	annoying and I hate it!
<input type="checkbox"/>	I was open my eye's, so.. "Happy Birtday Cici, happy birtday, Lala
<input type="checkbox"/>	lala~.." They were sang a song birtday party to me. For distance, I saw Pu-
<input type="checkbox"/>	tri, Ami and Inna brought a big cake. Haha~ I feel not annoyed again, but
<input type="checkbox"/>	I feel so happy. "Thanks my best friends, I love you all." I direct hugged my
<input type="checkbox"/>	best friends. They were give me something, yeah many presents. Before that,
<input type="checkbox"/>	I was blowed the candle and asked some request. After blow candle, I was cut
<input type="checkbox"/>	the cake and we were happy together. After that, I was direct take a bath.
<input type="checkbox"/>	And my best friends waiting me in the living room. So, we were went to the Plaza
<input type="checkbox"/>	Ambarukmo, and watching cinema. I was order treat.
<input type="checkbox"/>	I was so happy and thanks a lot for my best friends. Evident, they
<input type="checkbox"/>	still remember date of my birtday. I don't forget this moment. And one word
<input type="checkbox"/>	for you. "I love you all my best friends and certain miss you." :))
<input type="checkbox"/>	

**Fina Rahmatul Ummah**  
**Text 1**

### My Holiday in Yogyakarta

When I was 3<sup>rd</sup> junior high school, I went there with my friends and my teachers. It was studdy tour actually. I and my friends (is) in one group, so we in same bus. We went there at 9 p.m.

A long of journey to Yogyakarta, we song together, that's funny. The boys sit on the back of chair bus. At midnight, all students slept at the bus. I was tired just a sit on the chair. We arrived at Agung Mosque and take a rest (in) there. I and my friends take a bath (in) there. we must queue. After that, we take same picture.

In the first day, we went to Borobudur Temple. It was amazing, that it's it is make really make from stone. In the afternoon, we went to Dirgantara Museum, I found many plans, it's big. In the evening we checked in to the hotel.

In the second day, we went to Kraton, Prambanan Temple, and Malioboro. We not don't forgot to take some picture (in) in every place.

This is is the impressive experience. All tired lost because we fun together. I want to repeat this moment with my friends. It's fun.



## Text 2

### Ied Celebration

#### My Lebaran

This is my first time I ~~fasting~~ was fasting in one month. When I was in kindergarten, my father order me to fasting. I try to do it. In the first time, when I was fasting, I always complain at any time, I wanted ate, I wanted drank, I was crying. But I could pass it because my parents always support me.

When the night of lebaran, my father persuaded me and my family to broke ours fast in restaurant. We agree, as soon we went to restaurant. I ate very much ^-^. After it, we went to house. In the house, my parents gave me prize. The prize is barbie and cooking toys. I very happy got it. As soon, I played with my new toys.

In the morning, I got up early. I took a bath and used a new clothes. I was so cute ^-^ . My parent just smile saw my activity. My father order me to pray. I forgot, I hadn't prayed. Then, I ~~was~~ prayed. Later, I persuaded my father to Ied pray, but my father reminded me to ate. I ~~di~~ hadn't felt hungry. But I ~~meist~~ ate, I just took a little rice. I want Ied Pray, I would showed my new clothes to my friends. After we Ied pray, we went home and apologized between my family.

This is the moment that I like when I and family visited our neighbours. I always ate in every house that I visit was visiting. Owww... My stomach is full, but I hadn't stopped ate, that ~~was~~ delicious eating. And I my neighbours gave me money for my successful in the fasting one month.

I like Lebaran ^-^. It's fantastic. I have a lot of money, get prize and my stomach always full. I <sup>was</sup> never forgot my first fasting.



### Text 3

#### Birthday

#### Amazing Birthday

When I was 8<sup>th</sup> grade, I had amazing day. That was when ~~me~~ I 15 years old. It's amazing birthday for me.

That is beginning in my school. That was Friday. I went to school as usual. When I was arrived at class, my friend shook my hand and say "Happy Birthday Fina, may Allah bless you <sup>in</sup> be the best person ^~!" And the important think, ~~them~~ when they was slapped me. Oh, they never forgot to slap who peoples that birthday. Now, my cheek was red >.<

After school, I did scout activity. But, when I was near with' my friends, I felt something wrong. And its right, my friend was very resentful. They make me frustration. I was felt they joking me, but it was copiously. They <sup>was</sup> judge me. I ~~want to~~ <sup>was</sup> want ~~to~~ went to home. I hate ~~they~~ them. When my scout activity was over, I was really happ. But, while I would ~~went~~ <sup>going</sup> to house, my friends ~~call~~ called me <sup>in</sup> he say we had a meeting. Argh.... They were very very resentful. In the meeting, they were force me in to corner, blamed me, and not person that helped me. I was cry, I was say sorry for my mistakes, Because It was 5 o'clock, we ~~was~~ finished our meeting. As soon as possible, I went out ~~for the~~ from the class. Suddenly, the other friend came out and bring cake to me while, the others <sup>was</sup> sing happy birthday song. I'm so surprised I was hugged them <sup>in</sup> very thankful. After I was blew the candle, we were ate the cake. And of course, I was said about anything to them. And they just laughed <sup>in</sup> laughed.

Its not the end, after I ~~was~~ arrived at the home, ~~didn't~~ <sup>wasn't</sup> I was very sad because nothing one person that remembered my birthday at home. After 2 days, when I was study, my mother asked me to bought a book in my bedroom. When I was turn on the lamp, I saw a big bear doll <sup>in</sup> two duck bolsters. I hugged the doll <sup>in</sup>

Fadhila Amalia

Text 1

My Handphone

When <sup>last</sup> night Sunday, My friend and I in the dormitory watched a horror film, the tittle of the film is "Death Bell", We watched it and a few hours later we decided to ~~went~~ to toilet. In the toilet, I was very scared because I always imagine the film and I ran from toilet but suddenly my handphone fell from my cloth. When I saw the closet, yeah... My handphone in the closet. You know what I feel? I took it but it was very dirty. I was very sad, because my handphone couldn't on. And I wait my handphone until the next day. And it's okay, my handphone <sup>be turned</sup> could on again until now. If it couldn't on I would be very sad and what would I say to my parents? T\_T



## Text 2

### Ied Celebration

♥ SWEETHOUSE ♥ Shalat Ied when Traffic Jam.

I had a wonderful Lebaran Day, The Last Lebaran Day, it was a exhausting Lebaran. When Lebaran Day My Family and I decided to go to mudik. But we left Lampung when Takbiran Night, we thought if we went at Takbiran Night it would be quite and could fast to the my grandparents. My Father drove the car alone. First, we left Lampung at 05.00 p.m and the journey was very fast until we arrived cikampek. But when we in Cikampek it had a traffic jam. You know, my car just walked 38km, but it spent 10 hours, it was make me disapointed. I had a traumatic with traffic jam, 2 years ago I also went mudik but it was in the afternoon and I was fasting, and the weather was very hot, until 1 day we ~~didn't~~<sup>couldn't</sup> do anything. But in my last experience the traffic jam when night so, I wasn't very trauma. The traffic jam wasn't end, but we must Shalat Ied because it was 6.30 p.m. and we decided to out of the antrian and Shalat at one of mosque. I thought when shalat Ied we could go to together with my grandparents, could eat ketupat and do many thing when Lebaran. But it wasn't my imagine, I must shalat at the mosque which I didn't know anyone, and of course I didn't know what people in here said, I didn't know the leanguage, I just said "yes" when they asked me U, U So, poor me. After shalat, we back to the antrian, after the traffic jam was end, Our journey was very fast, but it still long. Before we arrived at my grandparent house we must spent 7km at the jungle it was very scaried because it was night. And at the last we arrived at my grand parents house and we spent 32 hours to here, but at usual it just spent 24 hours. I was proud of my father because he could drove the car alone and it spent 32 hours.



### Text 3

### Birthday

♥ SWEETHOUSE ♥ Sad Birthday

On March 18<sup>th</sup> 2010, it was my 13<sup>th</sup> birthday. I thought it was my sad birthday.

First, I went to school and I thought nobody remember my birthday. When I had ceremony practice my teacher angry with me. She said if my work was bad. But I feel just so-so, I had a bad feelings if my friend would like to pour me with flour or eggs. The school was end. My friend asked me to followed her to go to toilet. I had negative thinking of them, Suddenly I ran and went to public transportation earlier and left them.

The next day, you know? They were angry with me. They won't to say with me and play with me. It was seriously, I asked my classmate. Why they were angry with me? And she said that they had prepare surprise for me when I left them, and she said that they won't pour me with flour. So, I went to them and asked them to appologized me. They gave me appologized and they told what happened. Actually, they prepared a gift for me, they would give me when school was end but I left them.

I was very sad. When they said, it just my negative thinking. And they gave me a gift, I opened the gift and the gift was a black sweaters. I was very happy but also sad. It was my fault, why I negative thinking with them? It ~~was~~ taught me to be positive thinking with all people especially my bestfriend. Yeah... They are my bestfriend. ^\_^

Faradifa Safira

Text 1

The Experience in Junior High School

When I was 2<sup>nd</sup> grad of junior high school, my friends and I went to east Java. We were there for there days.

First day, we visited Darul Qur'an Ponorogo. We saw Reog Ponorogo. After that, we went to Malang. In Malang, we go to ~~jatim~~ apple garden. We eat many apple. After that we went to jatim parks. We saw many animals. They were lion, crocodile, etc.

Second day, we enjoyed the day on Wisata Bahari Lamongan. We played many games. ~~Ept~~ I played Sarang Bajak Laut, Paus Dangdut, etc. After that, we went to market for shopping. In market, I ~~buy~~ buy T-shirt WBL.

In the evening, we went back to jogja.

~~be~~

This experienced, could not be forgot.



## Text 2

### Ied Celebration

#### lebaran day

My last lebaran, I felt so fabulous. I got up at ~~at~~ four o'clock. And I did praying subuh. After praying, I took a bath. And I helped my mother to prepared. After that, I and my family were went to praying led. After pray, My family were fraternity to my uncle ~~house~~ house. We ate ~~to~~ together. I ate kelupat, opor ayam, etc.

The following day, I and my family were went to Belik. At the first time, my father just teaching my brother to drove car. But, my father invited my family to saw ~~many~~ monkey. Finally, I and my family going to Belik. In Belik, I drank avocado juice, ate ~~pine~~ pineapple, And I saw many ~~monkeys~~ <sup>monkeys</sup>. My sister, gave the ~~mon~~ monkeys ~~on~~ a bunch of banana. After that, I went to ~~to~~ Pekalongan. In Pekalongan, I pray Dhuhr and Ashar. After pray, My family ate many noodle. like ~~rice~~ fried noodle, boiled noodle, and etc.

Finally, I fell so tired. ~~And~~ And my father dicede ~~to~~ back to home.

### Text 3

#### Birthday

Date 01<sup>st</sup> August 2007 is my birthday to ten. Firstly, our my classmate no understand. Except my bestfriend. She gave me a book, a pen, etc. But, everything was gone. I'm sad because I was to lose this things. Okey, Back to topic. When my teachers come to my class, my friend gave a sheel of paper. After that, my teachers was announc that I was birthday. I'm confused why my teachers understand I was birthday. After my teacher announc, our my clacsmate sang a song "happy birthday". After sang a song, they was said happy birthday to me. Next day, My friend was a birthday. I gave a gift. But, her birthday not same with my birthday. In this day, I got a present from my Friend. She gave me a ~~alarm~~ alarm clock. the shape alarm clock is duck. The ~~colored~~ coloring alarm clock is yellow. Except alarm clock, she gave a bag of takes a rubbish. But, I'm sad our classmate has this things. This thingt not special again. I gave named this thing abag of taker a rubbis because, the bag like bag ~~to put~~ ~~some~~ someone to put a rubbish (pemulung). I often wear the bag to extra lesson.

## Imroatul Mufidah

### Text 1

### The Experience in Junior High School

#### Looking for Best Senior High School

After I pass my final examination in Junior High School, I had to look for my Senior High School. That time, I still found yet ~~for~~ my Senior High School students to be. I really confused to decided it. A lot of my friends were decided to continue their study at Senior High School <sup>Vi</sup> Purworejo. Actually I could get a scholarship and study there without selection test. But, my parents said that I must be study in Boarding School. But, there were many choice of Boarding Schools.

So, at Saturday morning, I and My Parents went to Jogja to look for Boarding school. First we visited Bina Umat Boarding School. The school was good but the place was far from Jogja city. I wouldn't to study there.

Then, we continued our trip to Abu Bakar Senior High School. I was interested to that school. But, the school was very narrow. When I saw the dormitory, I think it was not bad. So I decided to study in that school. ~~So~~ But, I was ~~was~~ late to register in that school. The selection test had been done. That's very pity.

Finally, I register to be unofficial student. After a week, I called for <sup>(do)</sup> the selection test ~~at~~ there. And Alhamdulillah, I can pass the test and ~~can be~~ could study at that school. I was very happy.



## Text 2

### Ied Celebration

♥ SWEET HOUSE ♥

### My Best Lebaran Holiday ♥

Last Lebaran Holiday, was my unforgettable experiences. At the first, I was very disappointed because we didn't go upstream. It was very annoying at all. The reason was my sister's still baby so she can't take a long trip. But, my parents said if there will be many relatives that came to our home in Purworejo.

Three days before Lebaran, my uncle's family from Surabaya came. Then, all of my cousin from Jakarta came. Finally, all of my relatives had gathered at my Grandparent's house in Purworejo. My house wasn't far from there. Everyday, I and my siblings visited my grand parents house to meet my cousins. That was funny.

In the morning of Lebaran day, we had preparing for pray. Idul Fitri in the nearest mosque. We went there on foot together. After sholat, we went home and give and took apologiz with my family. My mom was made many delicious food. But ~~sete~~ lontong sate was my favorite. After that we went to my grand parents house. There, I and my big family went around the village for Halal & Bihalal to our grandparent's neighbors. I've knew them, because I had been live here for 6 years.

In every house, there was many food and drink. So, after we went around ~~in~~ all of us was almost full. At my grand parent's house, all of us had lunch together. I have many relatives. It was about 50 people that gathered there. My grandparent's house was very crowded.

At the second day, we went to the Pasir Puncu beach. We had fun together at there. It was very exiting. We did many funny things. We played at the beach until afternoon. All of us was very tired. So we took a rest to prepared our energy for special event tonight. Did you know, tonight, there would be "Wayang Show" at my grandparent's village. And the place was my grandparent's house. At night, we watch Wayang together. We just slept for a while. But the next day, my relatives already went back to their house in Jakarta, Surabaya, and etc. We were very sad.

### Text 3 Birthday

SWEETHOUSE

#### My 15<sup>th</sup> Birthday Celebration

When I was in grade 9 Junior High School, I had an unforgettable experience about my birthday celebration. It must be my beautiful memories.

21<sup>st</sup> Februari 2011, That was my birthday but, I thought there would be nothing special. Everything was, like usually. There were no friend who said "Happy Birthday" to me. Maybe, they were forgot. But actually, I feel disappointed. There were no body remembered my birthday. Even, my bestfriend also forgot my special day. But, I said nothing.

Until the school had finished, my friends still said nothing. After the last lesson, my bestfriend asked me for accompanying her to the toilet. From toilet, we passed school's field.

When I almost reached my class suddenly, there were all of my classmates came behind me. My friends spread many flours to me. I was shocked and ran away but, my friends ran after me. I had fullled with flour. I would to enter my classroom. But, I shocked because there were a lot of my friends appeared from the back of door. They brought a birthday cake with candle in the top. All of my friend entered classroom and sang "Happy Birthday" together. I was speechless because I was very happy that day. Then, I blew the candle and stice the cake. We ate the cake together. My classmates said "Happy Birthday" and gave their wish for me.

I was very happy that day. That was my best birthday celebration. I would to remember that moment forever...



**Afifah Fadhilatul Ummah**

**Text 1**

**Experience in Junior High School**

Before "UNAS", I and all my classmate had a refreshing program to go to my friend's house. we do many activity in my friend's house, such as cooking, and watch<sup>ing</sup> a movie, playing together, etc.

We go<sup>and</sup> to cici's house by bus from our school in the morning, After we arrived at her house, we prepared all things for cooking, we would<sup>to</sup> made a roasted fish<sup>s</sup>. We need many fish, and many flavour<sup>v</sup> to make this. After we finished prepared all, we started to wash and clean that fish, after that we mix all fish with the<sup>ing</sup> flavoured. Then we baked this fish together. After finished, we had lunch together with our foods that made by ourselves.

After we finished our lunch, we go to mosque to pray dzuhur together. After that, we enjoyed a movie and then back to school.

## Text 2

### Ied Celebration

Last lebaran, I and my family went to my grandma's house. We were there for some days. I was happy because all of my big family could get together.

In the first day, we were praying Ied in the mosque beside my grandmother's house, and lunch together with opor ayam, after we finished our lunch.

We prepared all clothes and put them into the baggage. And then we were ready to go to my aunt house. We arrived in there at 04.00 pm.

In the evening, I and my cousins visited our neighbours and playing fire cracker in terrace.

Second day, I and my family went to my mother's cousin. Her name is bude utari. She was serving many cookies and cake for us. She also prepared lontong sayur and sate for our lunch. I also received a glass of ice cream and some candies. After finished, we go to a family gathering event in the restaurant that not far from bude utari's home. After the event had finish, we back home to having a rest.

Its my lebaran story that very ordinary. And I hope next lebaran I will have an unforgettable experiences



### Text 3 Birthday

★ special birthday ★

09 Oct 2011 is my special day, <sup>be</sup> cause I was 14 years old in this day, In the morning, I was shocked when I open my cupboard, I saw <sup>that</sup> my clothes and books were very disorder. I think it is my friend's manner. <sup>the whole day</sup> Full of this day. I was scary if my friend's want to <sup>was</sup> <sup>ed</sup> <sup>act</sup> <sup>to</sup> cruel me. In the school, there ~~have~~ <sup>was</sup> nobody who <sup>said</sup> say happy birthday to me, it's make me suspicious. When I <sup>was</sup> taking a bath in the evening suddenly the light off & I heard <sup>noise</sup> any noisy in my dorm's backyard. I became scary (cause that). And when I ~~was~~ finished. I found 2 sweeps in front of the toilet. Suddenly my friend <sup>pulled</sup> pulling my hands to go to backyard. But, I ~~would not~~ <sup>would not</sup> do it. In the evening, when I <sup>washed</sup> washing my plate and glass. my friend ask me to wash her plate. I refused her. Suddenly my friend splash <sup>ed</sup> me with 1 pail of soap water. I was very resentful & angry about that, but I became happy when all of my friends <sup>sang</sup> singing happy birthday song together for me and gave me a 'birthdaycake' that made by them from some crackers, biscuits, and a mango.

It is my unforgettable birthday party that I have. <sup>was</sup> <sup>had</sup>

miss, if I have any mistake, Please give me the correct answer. :)

- see, I have corrected some mistakes. Afifah.

- The students who wished to have corrections on their texts were given since each student had different need.

## THE RESPONSES

### Teacher's Response

As usual, you always made a great story. I like it very much. You showed me significant progress. You were getting better and better. Proud of you. Keep writing Fina

Be a greater writer !!!

You asked me whether grammatical aspect is important or not. I would like to say it is important if you want to be better in English areas such as Speaking, Reading and writing. The more important is in writing, you know that writing is different from speaking. In speaking, when you make mistakes, you can make clarification. But, in writing, everything must be right so it will not cause misunderstanding on the reader. The language in writing must be exact and proper and to make it well-written is by studying grammar. I hope this will answer your curiosity !!!  
Hehe - - -



Miss Arin is saying Good Bay

Thank you very much Azzah. You have been helping me since the beginning of my research in your class. You are a girl which has great sense of humor. The class is so cheerful and noisy because of you. I had great time knowing you. I hope you can take advantages from the use of Dialogue Journal. Keep writing and learning !!!

Teacher's Response :

The story you wrote is interesting actually. The experience is worth to be told to the reader. But, I am quite disappointed because the organization of words and sentences are very messy. It is hard to connect each sentences. I cannot really enjoy the story because some of the sentences are incomplete.

I hope you can learn more on writing good sentences. You need to know the pattern of a sentence which consists of Subject, Verb, and object or Complement. I really hope you can do better in the

### Teacher's Response

The story you told us is a very interesting experience. The way you wrote the story is also very good. You managed to do it well. You used variation in vocabulary and you did not prevent yourself to keep writing which is I like very much. But remember to pay attention on your words and sentences organization. Moreover, the mechanics in writing such as Capitalized letters, commas and full stops must be managed well in a text. From its grammatical aspect, you made some mistakes in forming past tenses but many of the verbs are right. You just need to check again your dictionary to make sure the irregular verbs are right. Keep writing and do better in the future. Okay!!!

Hand Case

### Teacher's Response :

I heard many people said that Bromo is one of the most amazing places or tourism attractions in the world. The beauty of Bromo mountain is beyond our expectation. That is why I always want to go there. I am sure you had a great time there during your vacation.

Your writing is quite good. There is few mistakes and errors both grammatically and vocabulary aspect. But, I think the story is too short. You can expand the plot so it can be very interesting for the readers. Overall, great job !!! keep writing !!!



### Teacher's Response

After I read your story, I realize that it is an interesting story Diah. You could tell the story communicatively which is good. The order is good and also the details make the story even better. But actually you can tell me more about each event happening during your junior high school time. I hope in the future, you can add more lines to make the story even better.

From its grammatical aspect, you made several mistakes in forming sentences and words. Some verbs are also not in past tenses. You need to learn more on using past tenses in recount text. But overall, you are doing a great job.

Keep writing and learning Diah!

nd Case

From its grammatical aspect, There are some mistakes in using tenses. You need to use past tenses to tell about your past experiences. I hope you will learn more and make better stories. Keep writing !!! FIGHTING

Thanks a lot for your comments. That's very important for me.

I hope so. I hope, I can be better in my other story.

And about the grammar, I confess I still confused about Recount...

But, last time I had no more time to check the grammatical so there are so many fault in my story...

Thanks... ^\_^

You are welcome Fida. I happy you can understand me. I always appreciate your efforts to make beautiful and great stories. It is like im forcing you to write but actually it is also useful for you and your academic future until your professional life. Please keep making efforts. I know you are better than you think you are. Fighting!!!

He... He... ^\_^

**H.  
STUDENTS'  
ATTENDANCE LIST**



NO	NIS	NAME	MEETING					
			1	2	3	4	5	6
1.	504	Adjeng R Setyorahayu	✓	✓	✓	S	✓	✓
2.	505	Afifah Fadhilatul Ummah	✓	✓	✓	✓	✓	✓
3.	506	Agniendita Rhizka Amalia	✓	✓	✓	✓	✓	✓
4.	510	Ajeng Putri Satrianingrum	✓	✓	✓	✓	✓	✓
5.	514	Hanna Amri S	*	✓	✓	✓	✓	✓
6.	515	Annisa Fadhilah Husna	✓	✓	✓	✓	✓	✓
7.	516	Annisa Rahmalia	✓	✓	✓	✓	✓	✓
8.	517	Annisaa Dyah Muchdiarni	✓	✓	✓	✓	✓	✓
9.	518	Aqmarina Dalili	✓	✓	✓	✓	✓	✓
10.	521	Audia Wahyu Rahmasari	✓	✓	✓	✓	✓	✓
11.	522	Azizah Irjayanti	✓	✓	✓	✓	✓	✓
12.	524	Dwi Puji Rahayu	✓	✓	✓	✓	✓	✓
13.	525	Dwi Regita Ningrum	✓	✓	✓	✓	✓	✓
14.	527	Estha Oktavianti	✓	✓	✓	✓	✓	✓
15.	528	Eva Nurfitra	✓	✓	✓	✓	✓	✓
16.	529	Fadhilah Amaliyah	✓	✓	✓	✓	✓	✓
17.	531	Faradifa Safira	✓	✓	✓	✓	✓	✓
18.	533	Fina Rahmatul Ummah	✓	✓	✓	✓	✓	✓
19.	534	Fira Ghina Hasanah	✓	✓	✓	✓	✓	✓
20.	539	Halima Tusa'diyah	✓	✓	✓	✓	✓	✓
21.	540	Hasina Tazkiya	✓	✓	✓	✓	✓	✓
22.	542	Iksa Zulfa Rahma	✓	✓	✓	✓	✓	✓
23.	543	Imamatul Maghfirani	✓	✓	✓	✓	✓	✓
24.	544	Imroatul Mufidah	✓	✓	✓	✓	✓	✓
25.	545	Indah Milanisari	✓	✓	✓	✓	✓	✓

1 : Classroom observation.

2 : Students' writing pre-test.

3 : meeting 1

4 : meeting 2

5 : meeting 3

6 : meeting 4

7 : Students' writing post-test.

S : Students who was absent because of sickness

\* : students who was moved to the class

# **I. PHOTOGRAPHS**



The researcher was interviewing the students to get information about the students' opinions on the use of DJW during the research.



The students were writing their stories in dialogue journal writing in the production stage.



The students were discussing the answer of the tasks in practice stage which were done in pairs.




The students were writing a recount text in groups of five.

**LAMPRAN MATERI**

1. Read the following text, identify the generic structure of the text and change the past tenses in the text into present tenses.

**MY LAST LEBARAN CELEBRATION**



My last Lebaran day was fabulous. I did a lot of enjoyable activities on the day. Though I didn't go upstream (madak), it was extremely fun.

First, I got up at five o'clock and did praying. Then, I ate no end of delicious food. There were opor, lumpur, and many more. I ate almost full at that time. Mom cooked really well so that they ate her food left. After that, my family and I went to the mosque to do Idul Fitri pray. There, I met some old friends that I rarely can be seen. They only came back to their village when Lebaran day came along.

Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. I really missed grandma though I didn't ever seen her face directly. After going back to our house, we decided to take a rest for a while. Finally, we went to my aunt's house and spent the rest of the day there.

I personally believed that Lebaran day was a special day for my family. On that day, we had time to meet and spend our day together. It was fabulous.

<http://adheriansito.blogspot.com/2011/08/fabulous-lebaran-day.html>

2. Change the following words into Past Tense

Go	Went
Come	Came
Visit	Visited
Drive	Drove
Swim	Swam
Draw	Drew
Talk	Talked

Irregular verbs: go - went  
come - came  
eat - ate  
drive - drove

Regular verbs: cooked  
wrote  
studied

The dialogue journal writing books owned by the students of class X3 for performing free writing activity in the production stage.

# **J.**

## **PERMIT LETTERS**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01  
 10 Jan 2011

Nomor : 975e/UN.34.12/PP/VIII/2012  
 Lampiran : -  
 Hal : Permohonan Izin Observasi

2 Agustus 2012

Kepada Yth.  
 Kepala SMA IT Abu Bakar Yogyakarta  
 di Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

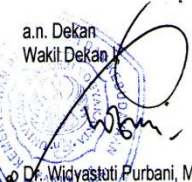
*Improving the Students' Writing Skill by Using Dialogue Journal Writing of the Grade X Students of SMA IT Abu Bakar Yogyakarta*

Mahasiswa dimaksud adalah :

Nama : ARINA MUFLIKHATI  
 NIM : 08202241071  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Agustus 2012  
 Lokasi Observasi : SMA IT Abu Bakar Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
 Wakil Dekan  
  
 Dr. Widyastuti Purbani, M.A.  
 NIP 19610524 199001 2 001





## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682  
 EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

## SURAT IZIN

NOMOR : 070/2349  
 6558/34

Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
 Nomor : 070/7574/V/9/2012 Tanggal : 07/09/2012

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : ARINA MUFLIKHATI NO MHS / NIM : 08202241071  
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
 Alamat : Kampus Karangmalang, Yogyakarta  
 Penanggungjawab : Samsul Maarif, MA  
 Keperluan : Melakukan Penelitian dengan judul Proposa : IMPROVING STUDENTS' WRITING SKILLS ON RECOUNT TEXT THROUGH THE USE OF DIALOGUE JOURNAL WRITING OF GRADE X OF SMA IT ABU BAKAR YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

Lokasi/Responden : Kota Yogyakarta  
 Waktu : 07/09/2012 Sampai 07/12/2012  
 Lampiran : Proposal dan Daftar Pertanyaan  
 Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas  
 Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
 Pemegang Izin  
  
 ARINA MUFLIKHATI

Dikeluarkan di : Yogyakarta  
 pada tanggal : 14-09-2012  
 An. Kepala Dinas Perizinan  
 Sekretaris  
  
 Drs. HARDONO  
 NIP. 195804101985031013

## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
 2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY  
 3. Ka. Dinas Pendidikan Kota Yogyakarta  
 4. Kepala SMA IT Abu Bakar Yogyakarta  
 5. Ybs.



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

0707574/VI/9/2012

Membaca Surat : DEKAN FAK BAHASA DAN SENI UNY                      Nomor : 1073/UN34.12/PP/IX/2012  
Tanggal : 05 September 2012    Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ARINA MUFLIKHATI    NIP/NIM : 08202241071  
Alamat : KARANGMALANG YOGYAKARTA  
Judul : IMPROVING STUDENTS WRITING SKILL ON RECOUNT TEXTS THE USE OF DIALOGUE JOURNAL WRITING OF GRADE X STUDENTS OF SMA IT ABUBAKAR IN THE ACADEMIC YEAR OF 2012/2013  
Lokasi : - Kota/Kab. KOTA YOGYAKARTA  
Waktu : 07 September 2012 s/d 07 Desember 2012

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

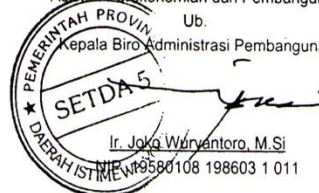
Dikeluarkan di Yogyakarta

Pada tanggal 07 September 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. WALIKOTA YOGYAKARTA CQ DINAS PERIZINAN.
3. Ka. Dinas Pendidikan, Pemuda dan Olah Raga Provinsi DIY
4. DEKAN FAK BAHASA DAN SENI UNY
5. Yang bersangkutan